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Life Skills in Non-Formal Education : A Review

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New Delhi

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FOREWORD

The Report of the International Commission on Education for the Twenty-First Century, popularly referred to as the **Delors Report,** talks of the four pillars of Education: *Learning to know, Learning to do, Learning to live together,* and *Learning to be.* These four pillars capture the fundamental principles that perceive education as a lifelong activity.

Health promotion and preventive education as a vehicle for human development is best reflected in the concept of *Life Skills Education* that is universally recognized as the focus of all educational programmes and processes. Through Life Skills Education, we can tap **The Treasure Within,** the learning potential in every human being present.

The present Report demonstrates that Life Skills Education can encompass a wide variety of educational inputs, all aimed at enabling the individual learners to build on their innate capacities, and acquire skills to reduce risk, face challenges and make informed decisions.

UNESCO supported REMEDIA Trust to conduct this syntheses study on Life Skills Education within the non-formal education sector with a view to address issues related to drug abuse and HIV/AIDS prevention. The recommendations of this Report reflect a move towards a positive and holistic approach to preventive education.

It is our hope that this Report will facilitate a dialogue among the policy makers and stakeholders in order to bring the Life Skills approach to the centre stage of educational policy planning and implementation.

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The main contributions were made by Dr. Tilottama Daswani, Managing Trustee, REMEDIA TRUST.Who coordinate the project and prepared the reported Dr. P. Dasgupta, formerly of the NCERT assisted as a consultant and Dr. M. D. Bhawnani helped with the computer work.

Asa Anderson, formerly at UNESCO initiated the project and Shankar Chowdhury, Programme Officer, UNESCO provided technical guidance.

Several staff members of UNESCO and the National Commission for Co-operation with UNESCO, MHRD, Government of India provided useful inputs.

All contributions are gratefully acknowledged.

Summary
Scope and Structure of the Study

This report of the project of Life Skills and HIV/AIDS Preventive Education in Non-Formal Education, which was sponsored and funded by UNESCO, New Delhi is based on:

i) a survey of major Non-Formal Education (NFE) curricula available with government as well as non-government organizations;

ii) discussions with NGOs on the methodology used by them in HIV/AIDS preventive education;

iii) deliberations of the two-day workshop on Life Skills (to which select NGOs working in this area were invited) to discuss the life skills approach and to modify it for the Indian contexts, and the possibility of integrating life skills in the NFE curriculum with the participants of the workshop;

iv) observations of teaching-learning transactions in several states at centres run by NGOs;

v) interviews with learners and facilitators at NFE centres run by twenty-six NGOs in Maharashtra, Orissa and Delhi after observing preventive health education classes.

The report also contains profiles of some NGOs working in the area of non-formal education. These profiles are given in a booklet, which gives detailed information about how these NGOs function. This will help Agencies decide which NGOs can take up pilot studies in Life Skills.

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1

INTRODUCTION

This report of the project of Life Skills and HIV/AIDS Preventive Education in Non-Formal Education, which was sponsored and funded by UNESCO, New Delhi is based on:

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iv) observations of teaching-learning transactions in several states at centres run by NGOs;
v) interviews with learners and facilitators at NFE centres run by twenty-six NGOs in Maharashtra, Orissa and Delhi after observing preventive health education classes.

The report also contains profiles of some NGOs working in the area of non-formal education. These profiles are given in a booklet, which gives detailed information about how these NGOs function. This will help funding bodies decide which NGOs can take up pilot studies in Life Skills.

The Need for Life Skills

Life skills including HIV/AIDS preventive education are urgently needed and serious planning is necessary. It is estimated that four million persons are infected by HIV/AIDS which makes India the country with the largest number of HIV-infected people in

the world. Since the prevalence in India young people are at serious risk, they become vulnerable to sexual transmission of HIV as soon as they are of age because the pool of potential partners is often already heavily infected. As suggested in the *Report on Global HIV/AIDS Epidemic* (June 1998, joint publication of UNAIDS and WHO), preventing the virus from spreading in the first place is the most effective way of reducing the impact on families, communities and societies. A similar situation prevails in the context of drug abuse by the younger generation. It is a question of using every opportunity, beginning as early as possible, to help the young get the information and develop skills they will need to negotiate a safer path through life in the HIV/AIDS era.

These young people need to manage to protect themselves in different situations of risk from not only HIV/AIDS and other infections, but also to face many problems in everyday life. To address this, UNESCO is committed along with other UN agencies to reach adolescents and youth within and outside the formal education system with HIV/AIDS messages as a part of the joint UN commitment towards the accepted national strategy on HIV/AIDS prevention. The number of children, who do not have the benefit of formal education, is very large and they need more than preventive health education to face many risks to physical and mental well-being. They need life skills. This project, therefore, is an attempt at developing an understanding of the status and scope of introduction of Life Skills and HIV/AIDS preventive education among children of upper primary age group in non-formal education settings.

Abilities to Combat Risks

In the formal school system in India there is no trace of sex-education or HIV/AIDS education below Class IX, and therefore NFE curricula also do not show any evidence of it. Consequently, the basic purpose of this assignment was to analyse the NFE curricula in order to see whether it introduced any life skills in any form to enable the out-of-school children to face risk situations in their daily life. Also to explore the scope in the

curriculum and methods in the classroom, which will help the learners to understand and deal with the physiological and psychological changes in themselves and friends, along with improving the ability to combat risks to their health.

In addition to the analysis of the NFE curricula looking for anchors for health messages and life skills, this study is also based on observation in actual situations where NFE sessions were taking place in different parts of India. Hence the study reports on the styles of communication between teacher and student. In order to observe transactions between teacher and students, visits were undertaken to centres run by over twenty-six NGOs in Maharashtra, Orissa and Delhi. (see the booklet on NGO Profiles in Non-Formal Education.)

Based on the analysis of the curricula as well as the observation of NFE setting the study attempts to formulate a framework of life skills appropriate to the Indian contexts.

It was proposed to review and synthesize existing reports, using the above mentioned framework, on HIV/AIDS preventive education in the curriculum of national non-formal education programmes and identify subject(s) where life skills including HIV/AIDS can be included, the core message given, and the time allocated for this education. The purpose was to identify opportunities/anchors to the integration on life skills, including HIV/AIDS education in the NFE curriculum.

It was also proposed to identify and compile a database/compendium of existing teaching-learning and training materials which follow a life skills approach to enable children in the upper primary age group to protect themselves from different risk situations in their day-to-day life, including HIV/AIDS. Further, the study was designed to collect information relating to use and non-use of this material, its suitability, effectiveness, possible problems and suggestions for improvement.

The task included identifying two NFE programmes that are receptive to undertake pilot projects on HIV/AIDS education by using the life skills approach, with a view to propose future activities in this area.

2

PROCEDURES

1. Curricula and Materials: Fifty-seven NGOs working in the area of HIV/AIDS preventive health education and NFE education were contacted in the states of Delhi, Rajasthan, Madhya Pradesh, Orissa, West Bengal, Maharashtra and Karnataka. They were asked to fill in a detailed questionnaire. Further, these NGOs were requested to send a copy of the NFE curriculum in use in their organizations both for primary and upper primary levels as well as for special groups of learners, such as working children, street children, adolescent girls and other learners including those with special needs. These organizations were also requested to send any teaching-learning materials that bear on the issues of 'life skills', 'health education', and 'HIV/AIDS education' and 'communication skills'.

2. Materials Analysis: Instructional materials analysis tools were prepared. Designed to give an overview as well as a specific evaluation of the materials, these tools cover content, methods, sources of information, proposed facilitators, duration of programme, methods of presentation, audio-visual aids used, adequacy of materials, attitudes of the materials writers towards target groups, characteristics of target groups, preventive health education including HIV/AIDS and life skills.

3. A workshop was organized in New Delhi on 28-29 December 1998 for those NGOs who were willing to participate in the materials analysis and in preparing a hierarchy of life skills appropriate to the Indian context. Participants of this workshop were all experienced in working with street children, disadvantaged children and disabled children. There were also members of non-formal education and population studies departments of the National Council of

Educational Research and Training (NCERT). (Appendix 2, Report of Life Skills Workshop.)

4. An interim report of the workshop was prepared and sent to UNESCO in January 1999. This report included a hierarchy of life skills as relevant to the needs of Indian children who were out-of-school. The report also included exercises in identifying anchors/opportunities for integration of Life Skills including HIV/AIDS education in the NFE curriculum. It also contained an evaluation of instructional materials submitted by various organizations. The report summarized major recommendations by the NGOs attending the workshop.

5. Additionally, a database/compendium of existing teaching learning materials, which considered preventive health education and some Life Skills approaches including HIV/AIDS, was prepared. This database was submitted along with the report. (More such materials were also collected during field visits. See annotated list of materials).

6. Observation tools were prepared in order to document pupil teacher exchanges, methodology of transaction, use of visual aids and observer evaluation at NFE centres. The purpose was to help identify NFE centres, which could support pilot studies.

7. Interview schedules were also prepared. This enabled the observers to collect information on:
   a) the profile of the centre;
   b) the profile of the facilitator and the co-ordinator;
   c) content of preventive health education;
   d) methods used in the centre and reaction of the pupils.

   (see 'NGO Profiles in Non-Formal Education')

8. Using these tools, a period of four weeks was devoted to observation of NFE classes organized by various NGOs in Delhi, Orissa and Maharashtra to enable the researcher to report on the environment and nature of communication between teachers and the taught. Teaching-learning

materials were collected from such NGOs as had them either duplicated or printed. These are submitted along with this report.

9. NFE curriculum analysis was undertaken with the participants of representatives from the NFE department of NCERT in order to develop further links between life skills and minimum levels of learning. Transactional methodology appropriate to out-of-school learners was suggested. Sample charts in content areas of language, science, environmental studies, social science, etc. were prepared. (see NFE curriculum integrated with Life Skills.)

10. Based on the processes and findings of the study a paper presenting this Life Skills approach in the NFE curriculum was prepared and presented to a workshop in Bangalore organized by the NGO called HELP, which was also supported by UNESCO. This helped Remedia Trust to present its recommendations on Life Skills in a draft form to NGOs from all over India who were engaged in preventive health education, and thus interact especially with NGOs in the southern states.

11. A final report was prepared with special attention to developing in detail Life Skills in general for the Indian context, and specific to NFE. The report contains recommendations on life skills and sub-skills, life skills teaching-learning approach, life skills integrated into the NFE curriculum and suggested activities.

3

WORKSHOP ON LIFE SKILLS AND HIV/ AIDS PREVENTIVE EDUCATION

Major Findings

When Remedia Trust corresponded with fifty-seven NGOs and institutions all over India requesting a copy of their curriculum and of their teaching-learning materials, with reminders, telephone calls and personal visits spread over three months, it was discovered there was a very serious dearth, in print or duplicated form, of teaching-learning materials on issues on health education, HIV/AIDS education, communication skills and life skills. The participating NGOs who are working with out-of-school learners accepted that there was this gap and it was a major shortcoming. Only one NGO claimed that they had materials, which at the time were being pre-tested and therefore could not be submitted for formal analysis.

After being exposed to life skills and life skills approach at the workshop, most NGOs agreed that all they had for materials was some information on health education from source materials meant for adults.

All transactions at their NFE centres were need-based, ad hoc and oral. Reinforcement through written learning material is absent which means self-study by learners is also not possible.

Material Analysis

The materials sent by NGOs were analysed at the workshop using the tools prepared by Remedia. These materials fell into three categories. (see Appendix No. 2)

1. Programme outlines from NGOs, which had reference to preventive health education, and in some cases to personality development.

2. Reference materials, which contained information on HIV/AIDS, health education and adolescent sexuality and emotional problems.
3. Training materials which were produced by international and national agencies for HIV/AIDS education, preventive health education, total health education, life skills, living skills aimed at teachers, curriculum planners, health workers, project officers and community leaders.

Instructional Material Analysis by NGOs

NGOs did instructional material analysis and evaluation in small groups. Most of the materials sent to Remedia Trust by NGOs were reference materials or source materials heavy with information on preventive health education including HIV/AIDS, or they were reports of projects by the NGOs. But there were no instructional materials. Learner-centred materials were not found among those submitted to the workshop. (Later, during field visits, such materials were found being used by some exceptional NGOs.)

It was felt that the materials used would not appeal to young learners because their style of presentation was not appropriate. Materials were general rather than specific for target groups. The material was aimed at all age groups and genders. The background or skills of facilitators were not taken into account. Most materials did not use the participatory method. They presented health information without allowing for the background or prejudices of the learner. They did not allow for any insights or understanding of the learners. In some materials from West Bengal, illustrations were used profusely but they were not judged to be able to attract young learners to self-study. Some materials were obviously based on international sources and did not reflect the Indian situations and cultural context adequately.

It was felt that materials ought to be designed to answer the problems faced by the different target groups like street children, children working in industries, adolescent girls in slums and rural areas. Most materials were not self-explanatory and therefore could not be used for self-study. Some participants who

were teacher trainers felt that the materials were not designed to help learners in resisting negative pressures. Only some materials prepared in collaboration with funding agencies mentioned life skills. Some materials were specially written for adolescent young girls about physical changes in the body, emotional problems, sexuality and HIV/AIDS.

On the whole, most materials emphasized information rather than skills and attitudes. Since, except for some material from West Bengal and Orissa, most materials analysed were in English, it was not possible to judge how appropriate the language and style was. (In actual field visits to NFE centres run by the NGOs, Hindi was used quite often, and also the local regional language. It was heartening to see that the language and style used were appropriate.)

It was also felt that the materials might not have an appropriate impact on behaviour patterns and could not really help learners resist negative pressures. The participating NGOs expressed a wish to receive some teaching-learning materials which introduced life skills for use in their NFE centres. It was felt that there was need for training programmes to help co-ordinators and facilitators to be trained to use skill-based materials appropriate to the age and gender of the children.

The participants were also set the task of proposing additional life skills essential in the Indian context. The additional life skills are listed below:

1. The ability to ask the right questions.
2. The ability to decide to listen to whom and to what.
3. Critical listening skills.
4. Information processing skills.
5. Self-reliance.
6. Finding out necessary legal information (legal literacy).
7. To be attuned to social environment and situations.
8. The ability to say 'no' to negative pressures.

9. The ability to find the link between health problems and lifestyles as well as behaviour.
10. The ability to maintain safety.

The details of this discussion are reported in the chapter on Life Skills in the Indian Context.

Life Skills as Health Promoters

While it was accepted that life skills play a major role in health promotion, it was also pointed out that life skills are not enough by themselves. The children need support from the community and cultural environmental factors. The participants felt that there should be greater emphasis on the promotion of physical, mental and social sense of positive attitudes rather than on prevention. These positive attitudes will prevent behavioural problems leading to health problems or mental disorder.

Some participants felt that for many out-of-family children a better interpersonal relationship in the peer group were very important and generally a better interpersonal relationship in the family would reduce the number of children on the streets who are at greater risk.

Those who work with disadvantaged and disabled children felt that self-care and self-discipline are not just linked to life skills but form an integral part of it. Similarly livelihood skills should also form part of the core life skills.

However, life skills should not become a bulging bedroll into which all extra luggage is stowed. It is better to keep the three functional skills separate — namely, literacy, livelihood skills and life skills; otherwise life skills may get lost. The other danger is to say life skills are already included in all subject areas: so life skills do not need any special attention.

In India there is heavy emphasis on information in our current educational practice, therefore skills teaching needs special

planning in methods, materials and training. As it has been already seen, participants felt the need to work in these three areas.

Recommendations Made by the Participants

The participants made the following recommendations.

(1) Life skills will become a viable approach when sub-skills are analysed and a hierarchy model is ready.

(2) Life skills will just be a slogan unless it is linked with the curriculum and context areas.

(3) Life skills model as proposed in the paper (see annexure) was on the whole totally acceptable to participants. However, it needs further working on in terms of various case experiences narrated to make it even more user-friendly.

(4) NGOs may pay more attention to promoting non-verbal skills and exercising the right side of the brain. Life skills must include spatial orientation as well as awareness of the time-line.

(5) Mathematical skills are not mastered either by school children or by out-of-school children. These must be made part of life skills.

(6) Survival skills are essential for out-of-school children. These should be related to life skills.

(7) Since materials evaluated were only in the nature of project reports or reference or training manuals, it is obvious that there is a dearth of teaching-learning materials that are learner-oriented. Such materials must be produced urgently to support introduction and practice of life skills.

(8) When a sample set of materials is being written the facilitators must be oriented.

Measures Proposed for Establishing the Life Skills Approach

i) Propose alternative modes of transaction.

ii) Enlarge the skills area to include non-verbal skills.

iii) Make learning experience promote flexibility.

iv) Provide opportunities for children to use both sides of the brain.

v) Make the family, peer and community aware and orient them also to life skills through PTA and community work.

vi) Generate and exchange materials which offer self-learning and options so that learning can take place at the rate of the individual child.

vii) Integrate life skills approach into content areas and subject areas. NGOs will have to work with educational planners for planning and seek help from planners and teachers.

viii) Life skills learning should be fun; what is good for children does not have to be drab, heavy and bitter.

ix) Generate a supportive environment where the community and cultural environment reflect a learner-friendly approach. Parents and community will have to give up the authoritarian approach and this kind of social change can be brought about by orientation and training.

A detailed development is given in the chapter on Life Skills Approach

Learning Needs

Training for life skills imparting must be such that life skills of parents, peer groups, community members as well as facilitators are improved. The motto should be 'do as we do' and not 'do what we say'. Lectures and expositions carry no conviction: learning by doing and learning through experience should be part of the training module.

The participants during the two-day workshop learnt several interpersonal communication skills and critical and creative thinking skills from the participatory method, which was used. This made the workshop a happy learning experience where co-operation and attention never flagged. This was realized by the participants

and was expressed during evaluation at the end of each day.

Training in life skills is as essential for disabled and disadvantaged children as it is for other out-of-school children and special orientation to disability is needed for all facilitators, teachers, parents and planners since 12 per cent of the young population in formal schools is disabled. For NFE the proportion may be higher as the percentage rises in rural areas and among disadvantaged groups.

Integration of Life Skills Approach with the Curriculum and Learning Materials

The participants were asked to make an attempt to relate life skills to subject areas and to topics or content areas and suggest how life skills may be transacted. Their initial efforts are included in an appendix. They did not have very much time to make any detailed proposals. In fact the NCERT representatives, since they were more conversant with content areas, did most of the work in this area but all participants made a beginning in thinking about how to integrate the life skills approach with NFE curricula.

4

FIELD VISITS TO OBSERVE PREVENTIVE HEALTH EDUCATION IN NFE CENTRES

Field visits were an important part of this project as they facilitated both the direct observation of a large number of NGOs as well as the styles of communication between the facilitators and students. Considering that there are almost ninety million children, who need non-formal education and are at risk as they grow into adolescents, it was necessary to observe the current trends in non-formal education.

What NGOs Offer to the Young

To the street children they provide shelter, security, a place to keep their possessions safe, and to the children in slums a meeting place where they can learn and play. Most NGOs supply meals that take care of the nutrition and also bathing facilities. The NFE centre is a place where children feel secure. The children get education, entertainment, exercise and emotional support from the teachers and friends. An effort is also made to root the children in Indian culture.

NGOs Give Health Care

When the children are sick, there is medical aid, medical examinations and tests, treatment, help with hospitalization and stay at the shelters after illness that requires hospitalization, special diets, nutritional supplements and temporary adoption into families. Some NGOs run a Health Centre for check up and treatment. Almost all NGOs have full-time or part-time doctors attached to them. NGOs take preventive measures like immunization against diseases and teach the learners directly about health care. They also hold meetings to make people in the community

more aware of health hazards. Such programmes include HIV/AIDS and how it spreads. This information is given by facilitators and also by the doctors and nurses connected with the NGO. These classes use visuals produced by the YMCA and UNICEF. YMCA materials include an adaptation of the popular game of 'snakes and ladders'. Hindi versions of cartoon films adapted by UNICEF were widely used.

It was observed that a very common method of giving information was questions and answers. The learners come up with right answers to questions. It was hard to be sure that this information was comprehended and internalized. On being asked further questions, sometimes their retention of popular myths and beliefs about HIV/AIDS was revealed. It is too much to expect behaviour modification after some rote learning. The learners needed to discuss the doubts and problems, which were at the back of their minds.

NGOs and NFE

It was observed that many NGOs were turning away from running NFE centres and they preferred to admit children to formal schools as often as possible and as early as possible.

NGOs who deal with working children do run classes for them. NFE centres run by NGOs also offer revision and tutorial classes in order to prevent children from dropping out of school.

NGOs and Curriculum

NGOs use either the formal school books and school curriculum or the NFE curriculum. They stress literacy and computational skills, they do not teach life skills directly. Some NGOs make a point of giving learners some technical know-how and vocational skills so that they can find employment. When asked it was reported that the curriculum is planned every month. It appears that as in the formal system, in NFE centres also the emphasis is on giving information rather than training in skills. The shift in emphasis from information to skills can occur when the facilitators have themselves been trained in life skills and teaching

skills. If facilitators are supplied some examples of teaching learning materials as models, they may change their methods. Facilitators are often from the same community where the centre is run and any further training they receive benefits both the centre and the community.

Classroom Transactions

Since most classroom transactions are planned to give information to the learners and classrooms are often crowded and in noisy surroundings, the facilitators find it difficult to make the transaction learner-centred. In classes run by NGOs there was a greater use of the question and answer method rather than the chalk and talk method. Also in the transactions observed in Maharashtra, Orissa and New Delhi there was generally less use of textbooks, pictures and duplicated learning materials. There are exceptions, e.g. Dnyana Devi in Pune brings out duplicated materials every month. Meljol, Pune has prepared workbooks for all age groups. Sample sets of such materials are being submitted with this report.

Teaching-learning methods are also determined by the space in the centre. In many centres run in slums there is a sizeable number of very young pupils along with adolescents. When classes are crowded, the facilitators use an authoritarian approach to maintain discipline. Where different spaces were provided for the different age groups, it was possible to try out learner-centred methods. There was no doubt that the basic mindset of the facilitators has to change before introducing Life Skills.

It was observed at many centres that learners answer questions asked by the facilitator. This is the popular version of the participatory method. If learners were also encouraged to ask questions their comprehension of the topics would be better. The facilitator also usually selects topics.

Innovations

In NGOs in Pune, Dnyana Devi and Sparrows, the learners

take the decisions, on what to learn at their regular meetings. They make monthly plans and the NGOs bring out supportive teaching-learning materials every month. This was a very remarkable innovation.

Ruchika in Orissa holds individual tutorial classes for those learners who cannot come to the centres at their place of work and at a time convenient to the learners.

The life skills approach involves the use of the participatory method and requires a great deal of innovations. NGOs who can think of such innovations and carry out pilot work in Life Skills are Dnyana Devi in Pune, Salaam Baalak in Mumbai and Delhi, and Ruchika in Orissa. Tata Institute of Social Work has also claimed that they are working in the area of life skills but during two visits to the institute we failed to see any teaching-learning material produced by the institute. However, they were willing to use suggestions from Remedia about integration of life skills into the curriculum.

During field trips NFE centres run by NGOs were visited, teaching-learning transactions were observed and facilitators and co-ordinators were interviewed. A detailed report on each NGO or on departments that co-ordinate such work is submitted separately. (see NGO Profiles in Non-Formal Education).

Needs of NGOs

Two pressing needs were expressed by all NGOs; training of facilitators and production of teaching-learning materials. Life skills is a phrase that has become familiar through World Health Organization manuals and *Learning to Be: The Treasure Within.* In order to establish the learner-centred method in transacting life skills, sets of alternative materials must be prepared. These materials must be linked with subject areas and achievement levels or minimum levels of learning which form curricular units. Only then will teachers and facilitators accept life skills. Usually many proposed innovations become slogans and in practice are never implemented for want of supporting teaching-learning materials.

5

LIFE SKILLS IN THE INDIAN CONTEXT

The NGOs participating in the workshop accepted the importance of teaching life skills to their students. They ordered the life skills differently for the Indian context. According to them, *self-awareness* is the first necessary life skill. What the disadvantaged and the disabled need is a self-image. The first question the children ask is, "Who am I ?" By using the Socratic method, the facilitator can help the students debate the issue of an individual's place in a family, a social group, a community, and a country. The young people can be made aware of their rights and duties and their responsibility to themselves and society. The need to preserve their physical and mental health has to be realised. The twin of self-awareness is the life skill of *empathy.* Awareness of self should be counterbalanced by awareness of others, their different thinking, feelings, desires and wishes. This requires some imagination and fellow feeling. It is a part of the process of socialization and self-control. Indian culture emphasizes empathy with human beings, animals and the nature around us. This skill has to be cultivated carefully, especially among street children and slum children as they often exhibit an aggressive stance in self-protection, and at the same time want a group identity. Co-ordinators and facilitators need to use their knowledge of human psychology in practising this skill.

Critical thinking and creative thinking is the next pair of life skills. Training in thinking is very rare in formal as well as non-formal classrooms, and today as media sends out a constant stream of messages, it is important to begin with critical listening and asking the right questions. Training young people to ask for cause-effect relationship and then for rational thinking is essential, if they are going to withstand pressure. Creative thinking requires patience and persistence that looks for new answers to old

questions. Creative thinking needs the use of intuition as well as logical thinking. Independent thinking has to be specially encouraged in India as there is a strong tendency to accept authority.

Decision-making and problem-solving comes somewhat easier to children who are on the streets rather than to children who are protected by the family. Decisions and problems are left most often to the head of the family. Since, in India, the group rather than the individual are given more importance, these skills may be fostered by debates where individual differences can emerge and can be defended by logical arguments. In problem-solving it is important to teach that trying different approaches can solve the problems.

Coping with emotions and stress first requires admitting emotions and stress. In Indian society emotions and stress are regarded as shameful and stoicism is encouraged. Therefore the discipline of standing aloof from one's emotions, recognizing them and coping with them is an exercise that has to be carefully taught so that the extreme positions of either denying emotions or totally giving in to emotions are avoided.

Effective communication and interpersonal relations skills are important to young people in order to maintain both their independence and their friendships. In India friendship between young people of the same sex has been more highly regarded than elsewhere. However, those children who leave their families to wander homeless in cities need effective communication skills so do their parents. Even in India family bonds need careful nurture. Drugs do not tempt young people whose family bonds are strong. Families offer the young protection from drugs and stress. Excessive drinking habits are spreading at all social levels and these also destroy family links.

Two other major life skills are necessary and these are *spatial orientation and orientation in time.* The non-verbal spatial skill is needed to practise arts and crafts, which are part of the Indian way of life. Most vocational programmes depend on spatial skills. Learners can also be trained on perception problems such as are

used in intelligence tests. They can also develop motor skills by learning to draw complex shapes.

Orientation to time helps the young to plan for their future. It has been discovered that the disadvantaged do not have this orientation so that they tend to live in the present and do not save or invest money they earn for their tomorrow.

If the young who come to NFE centres begin to understand the time-line and cause and effect relationship, they will begin to appreciate how their effort of today will bear fruit tomorrow. Being able to do such long-term planning gives meaning to management. Many young people do not have a clear notion of how yesterday, today and tomorrow are linked. They have a vague notion of weekdays and months but if they are going to participate in the modern world of technology, they must have both orientation to space and time. Without it mechanics does not make sense. Orientation to time and space is what gives middle class children an advantage over those children who are able to survive on the street but are not able to shape their future.

Considering the large number of such out-of-school children, an important human resource in India, it is necessary to device ways of giving them these life skills. With these life skills they can handle adult responsibilities without failure or stress. They can be the strength of their community instead of being its weakness. While NGOs were keen to introduce life skills, they did not know how to go about doing it.

6

LIFE SKILLS AND SUB-SKILLS

Life skills can be taught only if they can be broken down into a set of sub-skills; they become real and viable only as sub-skills. To the teachers and learners a life skill like self-awareness remains an abstract philosophical idea and they are not sure what it means. Teachers especially need sub-skills so that they can integrate them with the curriculum. Sub- skills will also suggest activities with which to present the particular life skill to the students and point to the subject areas where to anchor the life skill. In order to make it clear a sample chart has been drawn showing life skills, subject areas and topics and teaching-learning activities. (see NFE curriculum linked with life skills)

Life skills can be introduced in NFE centres that teach either the formal school curriculum or the NFE curriculum. Even those NFE centres, that run tutorial groups after school hours, can take up life skills. It was observed during field trips that at all NFE centres a certain amount of time is spent with young people in discussions. This is the best time for introducing life skills and sub-skills, and then they can be further developed as opportunities are found in the curriculum. Some brief suggestions based on observations during field trips are given below for transacting life skills and sub-skills.

1. *Self-awareness:* This is something that is typically needed by the young. The question that they ask their teachers often is, "Who am I?" In answer to this the group can be encouraged to talk of their many roles, according to age, gender, family, community and working place. Girls and boys are also aware of physical changes and growing. Their responsibilities to their bodies and minds could also be taken up. Curricular units can relate to physiology and hygiene, or to civics and social science.

2. *Empathy:* Young boys and girls find it easy to empathize with others like them, but they might be asked to discuss what they feel about others who are unlike them. In the discussion that follows the facilitator could help them find what they have in common even with these groups and thus help them to emphathize with others who are unlike them. It is important to bring into the open the feelings they may have like fear or embarrassment. The young should also have empathy with nature and this can be taken up in environmental studies. The students should be encouraged to discuss their role models and at the same time made to realise that they in turn are role models to other younger persons. This would help to make them more reponsible about their actions. Autobiographical writings of women, outcastes or by social leaders like Mahatma Gandhi and Ambedkar can be a good starting point. Short stories by a writer like Premchand may also appeal to them. Cultivating empathy for different groups in society can reduce incidents of violence which are reported frequently in the media. These young people are also fond of songs, the facilitator may find that some songs can have a great educative force.

3. *Coping with emotions:* Emotions confuse and overwhelm the young people. They do not know how to control their emotions. They should be made to consider opposites, i.e. emotions such as like-dislike and what makes them swing from one to the other. It is necessary to overcome emotions like fear in order to act. They can also discuss which emotions are helpful and which emotions hinder. Not all emotions are negative and hinder action; some like love may be a prime mover. All these concepts may be illustrated from well-known stories, myths and legends. Studying social history may provide good opportunities for discussion of emotions that help and hinder.

4. *Coping with stress:* Young students who live in slums see stress and violence around them all the time. They can discuss who and what create stress and who can be at

peace. It is hard to face stressful situations and be at peace. Having a secular shelter and the place where they can play with their friends is one way of reducing stress. In Pune the NGO called Sparrows had helped the young railway platform children to run a house co-operatively. Having a secure home of their own, away from the railway station has helped the young boys to be at peace. Similarly, in Salaam Baalak, Mumbai the night shelter with a matron and strong security has offered nights without stress to young girls who where homeless. Security and friendship were the two elements that helped them cope with stress. However, they must see what getting into wrong groups with health destroying habits can do and how it can build up stress. Since most NGO run NFE centres have social workers as co-ordinators, it may be worthwhile training them in some psychiatric work so that they can use group therapy. During field visits some sudden outbursts of violence were witnessed, which make it clear that coping with stress and emotions is very important for these youngsters.

5. *Decision-making:* Understanding who decides and how much choice there is in different situations should interest the young. The curriculum in social science would provide the opportunity to understand how decisions are made in a political democracy. By organizing a mock parliament, the students can see for themselves what and how decisions are made. What help is needed to make the right choice and understanding who gets the benefit of such decisions. The students can also visit the departments of the city government and see how decisions are taken. They can also watch parliamentary debates on television or the presentation of the budget. If the centre uses learner-centred approaches and has plenty of teaching-learning materials, as was seen at Dnyana Devi, the students themselves can plan their month's learning. If the choice of what to learn is given to the students then they will acquire the skill of decision making.

6. *Problem-solving:* Young minds enjoy the challenge of problem- solving and they should be posed all kinds of problems — logical, spatial and mechanical. To some problems there will be more than one solution. In the curricular areas of mathematics, physics and logic there will be a number of problems that appeal to the young minds. It must be remembered that these young students have faced many problems in everyday life and found workable solutions. However, being posed problems as a group and having to find solutions by discussion, solutions that please many if not all, requires other sets of skills. Developing such skills will help the community in the long run.

7. *Creative thinking:* In order to promote creative thinking the students must be encouraged to use their intuition, reason and problem-solving skills to find new solutions to old problems. Spatial problems are a good way of training in creative thinking. It requires both patience and persistence to be creative thinkers. The young minds may feel shy to try out their ideas but must be encouraged to do so even if the ideas do not work out in the beginning. The workshop or the art-room as well as the laboratory are good places to train the young in creative thinking. At most NFE centres there is little scope for sciences; this area must be opened to young students and the teaching should not be didactic. It may be useful to get young teachers who are themselves studying science. As often as it can be arranged the students should be taken to observe processes in industry and later asked for suggestions on how these processes can be improved.

8. *Critical thinking:* When the students are confident and aware of their rights as well as of the rights of other people, their thinking will look for just solutions. They must learn to listen and read critically sifting right from wrong. Debating is a good way of learning cricital thinking and an alert mind will easily catch logical fallacies. Critical comprehension can be developed in language and logic

classes. Teachers and parents will have to be oriented not to confuse disrespect with a difference of opinion. Students will have to be trained to ask questions. Classroom presentations will have to be different in style, not all expository, presenting a process and stimulating questions from the students encouraging them to form their own hypotheses. This kind of training in scientific method where the hypothesis is followed by collection of data, which is then interpreted as proving or disproving the proposed hypothesis, has to be given with planning and care.

9. *Effective communication:* It has been observed that among the less advantaged groups, communication is far from effective. In a teaching-learning situation a student from a middle class background knows both what is to be said and how to adjust it according to the mode, listener and situation. Students who come from slums often speak a dialect at home, which is distinct from the standard formal language used in learning situations. They have to learn what words and structures mean as well as what different tones signify. If these students are to be integrated into the workforce and the society, their communicative skills must be developed along with their language skills. They need a great deal of encouragement to overcome their diffidence. It was observed during field visits that wherever the teaching-learning method is learner-centred the young people spoke with clarity and confidence born of constant practice. The units in the curriculum as outlined in minimum levels of learning for primary levels identify all the sub-skills necessary for effective communication and suggest activities to practise each skill. Good speaking is based on good listening and comprehension.

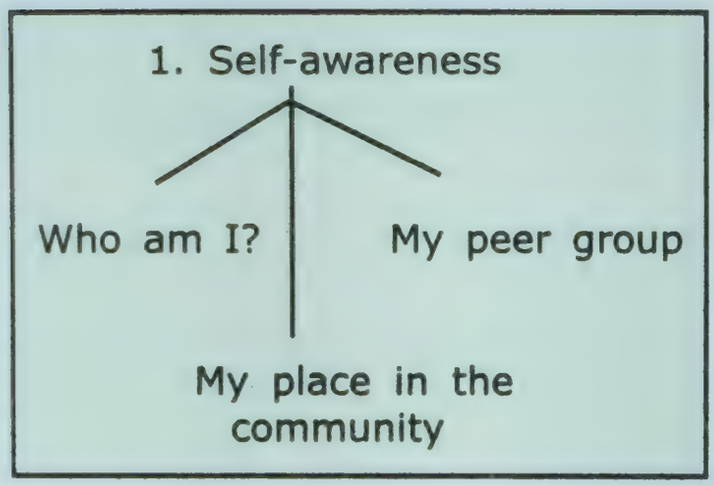
10. *Interpersonal relationship:* The base of good interpersonal relations is empathy and habits of good listening. Having learnt to cope with emotions and stress also contributes to better relations with others. The social worker should

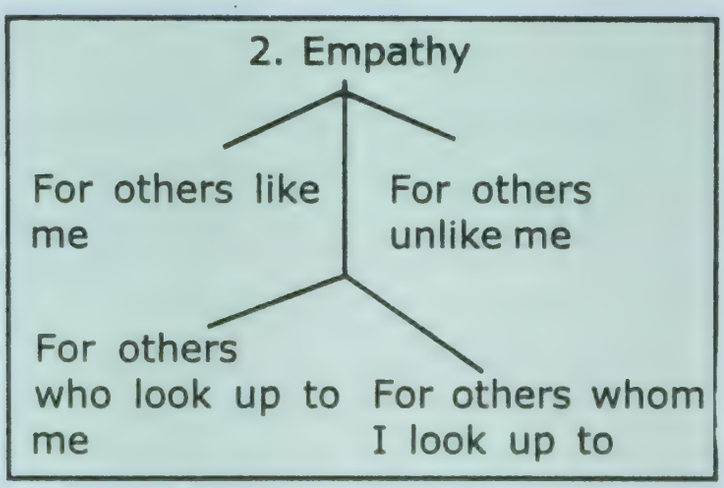
have time to interact with students individually and in groups so that they can acquire habits of analysis of what can go wrong in relationships. They can learn to offer support, advice and criticism at the right time. In interacting with facilitators, it was found that it is the interpersonal relationships in the family that push many young ones on the street. Therefore, overall efforts should be directed towards also educating parents and the community. One possible way could be by organizing street plays enacted by the students; another way could be to organize a week to clebrate interpersonal relations. It is also important to teach the students to reserve their judgements and not surrender their sense of right and wrong for the sake of a good relationship.

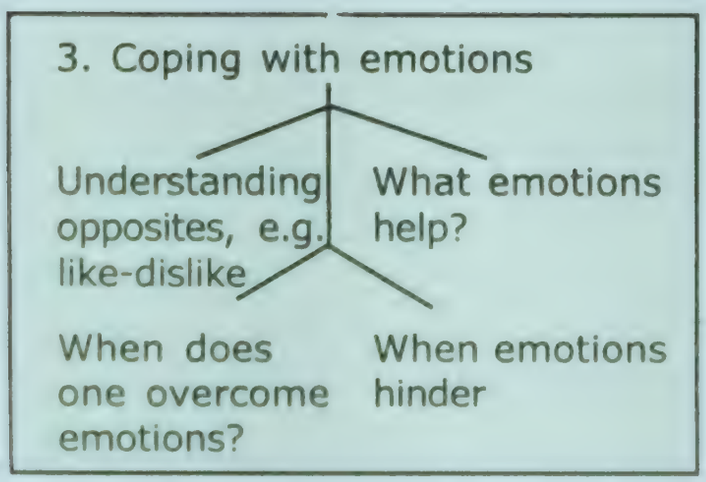
Hierarchy of Life Skills

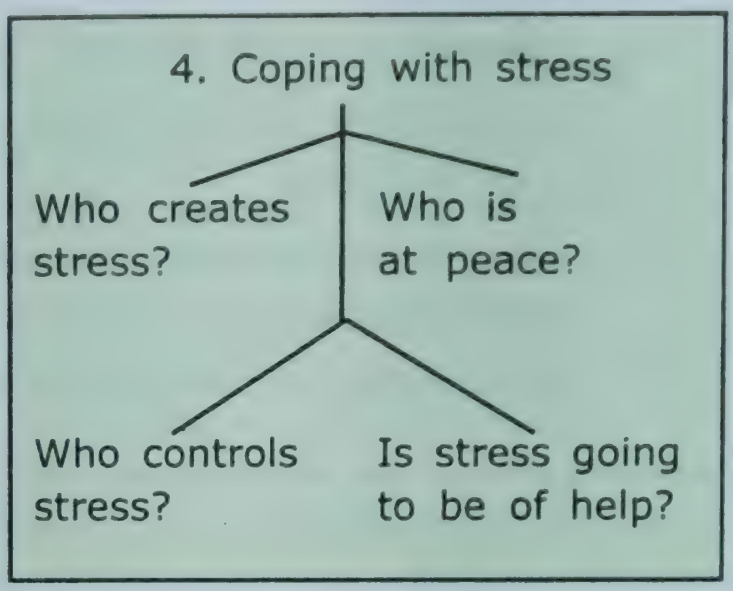
Life skills and sub-skills form a hierarchy of Life Skills which is given below.

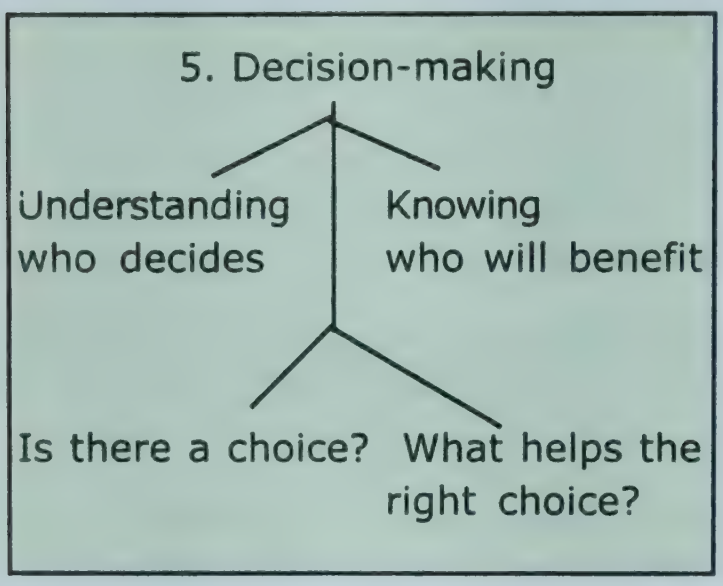
Life skills networks that results from the discussion of sub-skills is given below. These sub-skills are important to integrating life skills into the existing curricula.

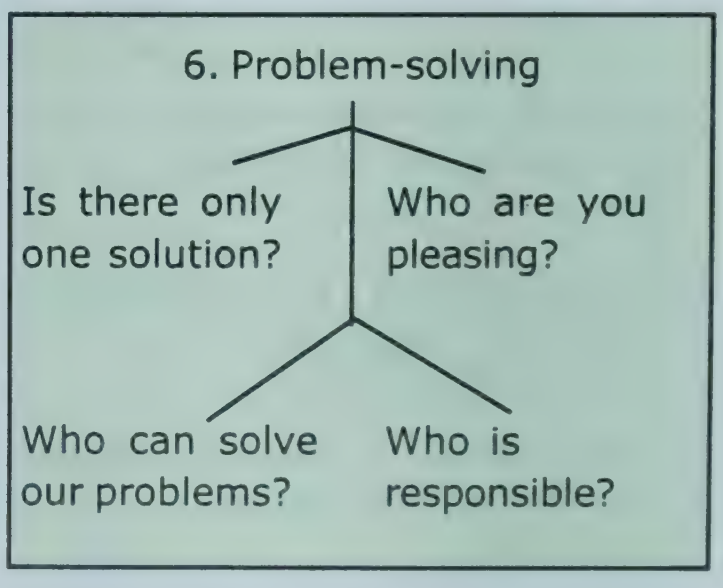


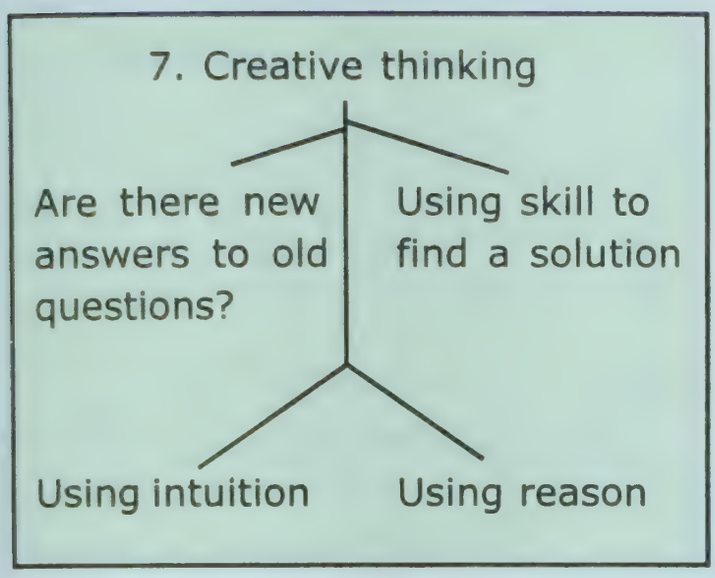


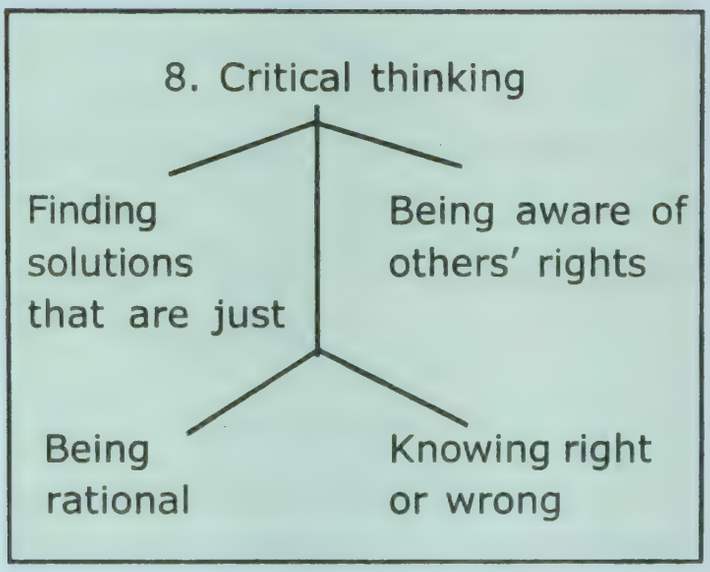


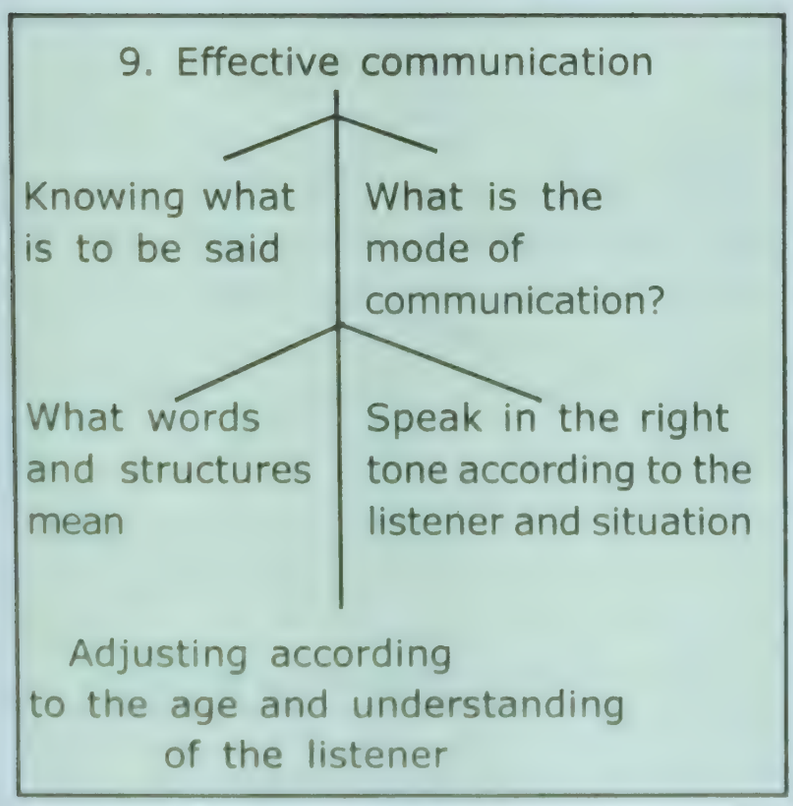

4. Coping with stress
Who creates stress?
Who is at peace?
Who controls stress?
Is stress going to be of help?

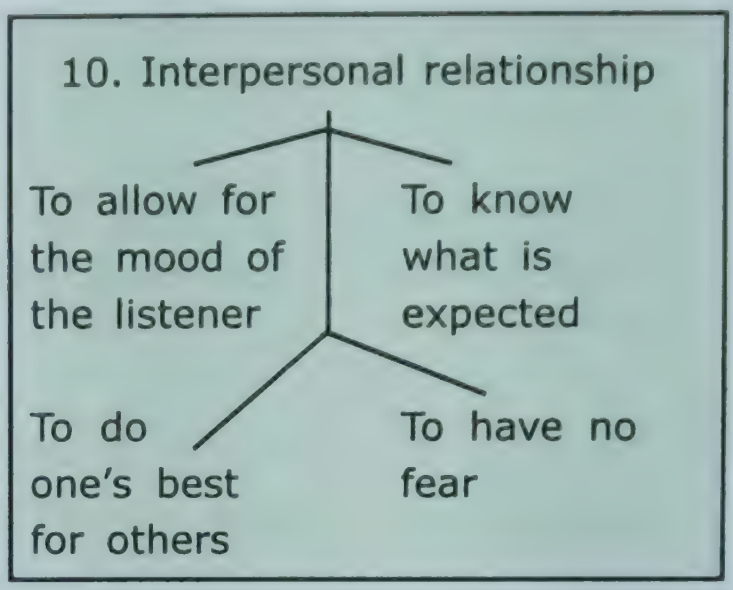

5. Decision-making
Understanding who decides
Knowing who will benefit
Is there a choice?
What helps the right choice?

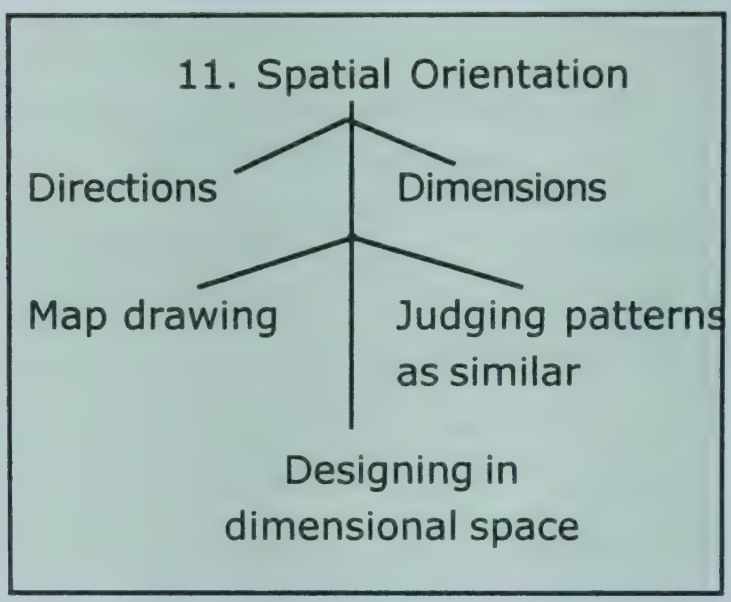

6. Problem-solving
Is there only one solution?
Who are you pleasing?
Who can solve our problems?
Who is responsible?

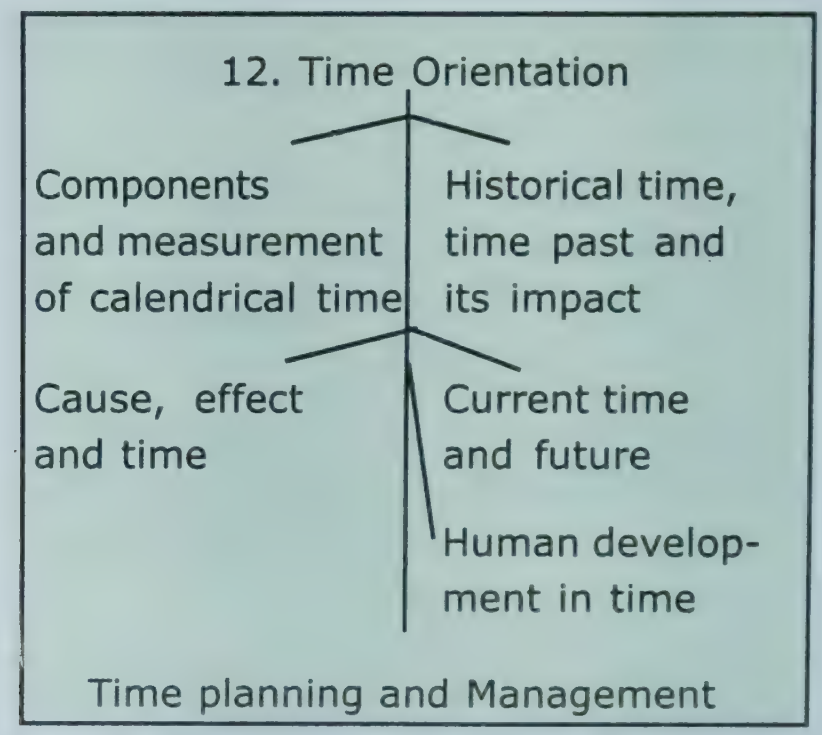

7. Creative thinking
Are there new answers to old questions?
Using skill to find a solution
Using intuition
Using reason


8. Critical thinking
Finding solutions that are just
Being aware of others' rights
Being rational
Knowing right or wrong


9. Effective communication
Knowing what is to be said
What is the mode of communication?
What words and structures mean
Speak in the right tone according to the listener and situation
Adjusting according to the age and understanding of the listener


10. Interpersonal relationship
To allow for the mood of the listener
To know what is expected
To do one's best for others
To have no fear




12. Time Orientation
Components and measurement of calendrical time
Historical time, time past and its impact
Cause, effect and time
Current time and future
Human development in time
Time planning and Management

N.B. For further discussion, see curriculum linked with life skills.

7

LIFE SKILLS APPROACH

Orientation

If life skills are to be introduced and integrated with the existing formal and non-formal curriculum the nature of classroom transactions has to change and become participatory, i.e. learner-centred. All teachers and facilitators must also be trained to become participatory. If teachers and facilitators are encouraged to develop their life skills during this orientation, then, in turn, they will encourage their students to develop life skills. This orientation programme should also cover co-ordinators of NGOs. Most co-ordinators have a background in social work, but are not familiar with methods of teaching-learning transactions, and should be introduced to them.

Activities

The following activities should be used in the orientation so that they may present a model of teaching-learning transactions to be used in NFE centres and classrooms.

i) *Group work:* Where the participants work in groups on life skills and work out how to present them to the students in concrete ways so that that the skills are practised. If the groups are small and a record of the ideas discussed is maintained and presented briefly to the larger group, then many seed ideas for learning materials may be generated. The facilitators may begin to enjoy skills by practising them rather than using the expository method of giving information and in turn they will use the same method of group work in class.

ii) *Brainstorming:* By using this method it is possible to ensure the final product, in this case life skills and sub-skills and ways of presenting them to the students. Brainstorming is usually done in small groups and reported

to a larger group. This serves to repeat without boredom, and every repetition reinforces the concept and every new idea stands out by contrast and therefore is easily remembered. It builds up the confidence of the participants and practises the skill of effective communication. Brainstorming stimulates the mind and the habit of taking turns to speak and listen critically to other speakers becomes ingrained.

iii) *Games and songs:* These need a certain amount of preparation but are certainly worthwhile in the motivation they generate. Adults and youngsters like to play games, and while playing they forget inhibitions and social probibitions. Games help learners to relax and enjoy themselves and anything that is learnt with enjoyment is not forgotten. Games call for agility, alertness and build team spirit and sportsmanship. Devising games calls for creative thinking. Popular games can be modified for transactional purposes, e.g. 'Snakes and Ladders' has been modified to give information on risks to health. Similarly messages of life skills can be conveyed through songs and once again popular songs can be modified. Sometimes poems and devotional songs strike the right note and convey the very heart of the concept of a life skill. Perhaps, the selection can be left to learners but the facilitator may have to lead the way with one or two examples. Games or songs are of use only when there is a planned introduction.

iv) *Plays:* Students and facilitators will enjoy writing scripts for short plays to be performed in the class and on the street. Performing in these plays should be something every learner gets a chance to do. Plays help stage situations in which life skillls can be used. Plays could present problems, which the audience has to find solutions for; plays can offer a good starting point for a discussion. Plays develop the skills of effective communications and good listening as well as good use of gesture and tone. Non-verbal communication skills can be trained through miming.

v) *Painting pictures and developing models:* These are other ways of developing spatial skills, which exercise the right side of the brain. These skills, being non-verbal, are usually not given enough time and attention. However, they can be a very useful means of communication for the learner. The teacher can also understand how much of a certain topic has been comprehended by the learner. Making models can also be a group activity which helps clarify many concepts, e.g. the place of organs in the human body, the process of blood circulation or digestion. Once the models have been developed they can be displayed and the learners should have a chance to compare the different models and suggest changes. In this fashion, the learners learn from each other and correct their own misconceptions.

vi) *Debates and discussions:* If these debates or discussions are based on stories and events then the learners can learn to express their points of view effectively. These events can be chosen to illustrate various risk situations around them and illustrate the peer pressure to conform to whatever other young people are doing. In India, there is also pressure from the elders to conform to certain social conventions, which require that an adolescent girl give up school and become engaged to get married. During our field visits there was a very unhappy learner undergoing such pressure, and the rest of the group was aware of the situation but felt unable to help her in any way. At another centre an older sister had run away from home and therefore the education of the younger sister was in peril. The group can discuss this kind of situation and with the help of the social worker some stress can be reduced.

vii) *Quizzes:* It may be useful to have a quiz as a quick check on how much of the information has been assimilated by the learners. Learners can also make up a quiz for the facilitators, so that they have a chance to ask questions which are on their mind but have not been discussed at the centre. In order to prepare quizzes for their fellow

students, the learners will need some reference materials and this is one way of encouraging self-learning. Quizzes can become a competition among groups for details and accuracy of their knowledge. Groups prepare quite carefully for such occasions, so it also promotes group-study.

viii) *Case studies:* During interactions with NGOs, a number of case studies were mentioned by each NGO where the learner had overcome serious problems and been successful in achieving goals which had seemed initially impossible. These case studies might enthuse other learners. Apart from such case studies, others that pose problems, which learners have faced in the past and will be facing in future, might strike a cord in the learners. These could be like rehearsals for them without too much stress when the learners can try their problem-solving skills without emotional pressure. The importance of such rehearsal or preparation cannot be stressed too much. Facilitators must take care not to refer to individuals but keep it at the level of a social problem that the group is discussing; this will ensure there is no embarrassment.

xi) *Visits:* Most NGOs organize visits for their learners. They visit book fairs, trade fairs, industrial units and exhibitions. These have considerable learning potential in that they broaden the scope of the learners' experience. Sometimes it is easier to show films or television programmes or observe processes or look at distant happenings, or an intricate operation at close quarters. Since trips take a lot of organization, sometimes media can be of help in widening the horizon of the learners. Such visits or shows need a great deal of preparation at the centre. The facilitator will have to make sure that the learners get the maximum benefit from it.

x) *Role-plays:* Although most NGOs claimed that they use role-plays as a method, it was not observed during field visits. Probably it takes a great deal of preparation to get role-plays going. However, as a practice for coping with emotions and stress, role-plays offer tremendous scope.

A role-play can be based on case studies or on newspaper reports. Developing role-plays is a skill and the social workers may help the facilitators in doing this. At the orientation programme to life skills, the creative thinking of the facilitators can be developed by training them to develop role-plays. In time, learners may also venture to write role-plays based on their own experience, and this may help them to externalize what has been very stressful in the past.

xi) *Projects:* Most NGOs have some income-generating work for its older learners. Both students and facilitators can take up projects, which will help with this income-generation. Research is needed on what will sell in the market, which designs and which new products. They can discover for themselves what changes can be introduced without affecting the price of the products. Such projects will give them the experience that will help them to plan future ventures in the market. Not all projects have to do with income-generation. There can be projects devised with more academic goals, e.g. for practice of computational skills, or working on decision-making, or problem-solving. Devising and conducting projects needs both critical and creative thinking. Projects that use the discovery method give the learner a special sense of achievement. All facilitators should have projects to keep those learners busy who learn faster than the rest and have time on their hands.

xii) *Puppet shows:* Both glove and string puppets can be made as part of art work and these puppets help the learners give voice to stressful experiences that have been suppressed but have confused them. In such cases puppets can work as a therapy. Puppets also need spatial and time skills, which the learners must develop. Puppet theatres are less expensive than stage shows and therefore can be easily afforded by a small NGO. Puppets can also work well as a group activity where everyone can contribute in some way. Older learners can devise puppet plays to entertain as well as educate young learners. Incidentally,

in urban areas puppets are in great demand at schools and homes (on special occasions) so that a puppet theatre with a good repertory can not only challenge the creativity of the learners but also be income-generating.

Life skills approach can be used in all classroom transactions where the methodoloogy is learner-centred. A great deal of confidence is necessary in the facilitator, and he/she will feel confident if there are ample teaching-learning materials, which offer choices. This also makes group work possible. If organizations like ARC (NGO forum in Pune at the SNDT University) could make exchange of materials possible, it would help both teachers and learners. Co-ordinators will have to help with the curriculum integration of life skills and with the organization of teaching-learning materials for each month and rotation in the practice of life skills to be transacted.

The following measures were proposed to establish life skills approach:

1. In order to introduce life skills approach, suggest alternative modes of transaction such as listed in Field Visits.
2. Enlarge the skill area to include non-verbal skills such as space and time orientation.
3. Make learning experiences promote flexibility in both the teacher and the taught.
4. Provide opportunities for learners to use both sides of the brain and cultivate verbal and manual skills.
5. Make the family, peer group and community aware and orient them also to life skills.
6. Train facilitators to become learner-friendly.
7. Generate and exchange materials which offer self-learning and options so that learning can take place at the rate of the individual learner.
8. Integrate life skills approach with planning into content areas and subject areas.
9. Life skills learning should be fun; what is good for learners does not have to be drab, heavy and bitter.
10. Generate a supportive environment where the community and cultural context reflect a learner-friendly approach.

8

CURRICULUM LINKED WITH LIFE SKILLS

A Sample

A Sample: Life Skills and Sub-Skills	Subject Areas/Topics	Teaching-Learning Activities
Self-Awareness ❖ Understanding oneself ❖ Understanding kinship ❖ Understanding one's place in the family and community and in the larger community in the country ❖ Understanding one's place in the chain of evolution	***Language*** • Listening • Listening with understanding • Link with EVS and biology • Myself and others in my life	- Plays, debates and recitation in familiar context - Conversations, dialogues, discussion in unfamiliar situations
Creative and Critical Thinking ❖ Understanding cause and effect relationship ❖ Seeing things in a new light	***Language*** • Listening • Rights and duties — EVS	- Understanding instructions for performing group activity - Planning on a co-operative project - Listening to speeches and deciding what to believe - Make inferences from the given information
Problem - Solving ❖ Observation ❖ Experimentation ❖ Cause - effect relationship deduction	***Environmental Studies (EVS)*** • Living Things • Plants — germination of seeds, young seedlings — warmth, air, moisture, sunlight and minerals for proper growth	- Students form groups — each group tries to grow plants from seeds in different conditions - The proper moisture, temperature and air which are needed can be deduced - Young plants can also be observed and their growth monitored

CURRICULUM LINKED WITH LIFE SKILLS

Life Skills and Sub-Skills	Subject Areas/Topics	Teaching-Learning Activities
Critical Thinking ❖ Scientific process involved ❖ Analyse traditional skills ❖ Common processes used by craftsmen ❖ Observation and deduction	***Environmental Science*** • Various occupations in the local areas • Tools used in the various occupations • Materials used • Interdependence of occupations	- Project to be undertaken by learners in groups - Study how occupations depend on environment - Discover what scientific processes underline traditional crafts - Find out how various occupations depend on others - Seek help from the nearest Vigyan Shikshan Kendra
Problem - Solving ❖ Analysing the problem ❖ Establishing cause and effect relationships ❖ Identifying alternate solutions	• Science Health and Hygiene • Environmental sanitation • Our body • Nutrition and health	- Around the NFE centre there is a malodorous smell emanating from garbage, causing flies and sickness - Discuss what you can do
Creative Thinking ❖ Analysis ❖ Synthesis ❖ Judging ❖ Cause-effect relationship	***Science*** • Health habits • Personal hygiene	Prepare a chart illustrating how a young person has to make choices and the right coice leads to health and the wrong choice leads to disease — prepare a game, write the rules

CURRICULUM LINKED WITH LIFE SKILLS

Life Skills and Sub-Skills	Subject Areas/Topics	Teaching-Learning Activities
Communication Skills and Interpersonal Skills ❖ Relationships at all levels	***Social Science*** • Local Self - Government	Observing how local government functions analysing its role - Playing at mock parliament - Playing at Municipal Corporation - Observe how it works and then - make up role-plays - Discuss how the leaders and corporators have good communica tion and inter-personal skills - Note what effective communication needs
Self-Awareness ❖ Understanding self and others ❖ Establishing relationships between self and peers, self and elders ❖ Self and younger children ❖ Developing empathy for others — relating to them ❖ Finding one's rights and duties in the community one lives in	***Social Science*** • Rights and duties of citizen • The structure of a community • The axis of age • The axis of power	Group discussions on how much we ought to help to keep health in our community. - How knowledge comes to us in many ways. One of the ways is by traditional transmission. - Does experience help us to make make the right choices? - Does strength (physical) help us make the right choices? - When should one go with the decision of the group? - When should one take a stand?

CURRICULUM LINKED WITH LIFE SKILLS

Life Skills and Sub-Skills	Subject Areas/Topics	Teaching-Learning Activities
Creative Thinking ❖ Using intuition ❖ Using old models to express new thoughts ❖ Using imagination to flesh out events	***Drama*** • Dance, drama • Design floats • Draw masks	- Write scripts to dramatize local legends in the traditional way - Make up short scenes from lives of historical figures - Find appropriate music
Spatial Orientation ❖ Understanding spatial relationships ❖ Perspective and proportion ❖ How buildings are made ❖ How structures are planned	***Art*** • Constructions of models using paper, clay, etc	- Make models of areas in the town - Make models of old historical buildings - Make models of well-planned new towns - Make a model of a better classroom or a kitchen
Time Orientation ❖ Prepare a timetable ❖ List activities in order for preparation ❖ Estimate delays and problems ❖ Allow time for contingency or alternatives	***Common Core Competent*** • National identity • Freedom struggle • Cultural heritage	Project - Arrange an exhibition - Draw a series of pictures - Plan a series of programmes - Co-ordinate activities with the adult education centre
Empathy, Self-Awareness ❖ Being aware of one's place in the community	***Mental Health*** • Being polite • Dealing with rudeness	- Role-Play - Writing small scripts - Resolving problems by discussion

CURRICULUM LINKED WITH LIFE SKILLS

Life Skills and Sub-Skills	Subject Areas/Topics	Teaching-Learning Activities
❖ Caring for others, like and unlike oneself ❖ Awareness of one's rights and duties	• Being thoughtful • Being fair to girls, the disabled and the old people • Communal harmony • Religious harmony • Lessons from lives of saints and great men	- Forming a group of watchers for peace - Organizing competitions
Spatial Orientation ❖ Understanding the relationship between two-dimensional and three-dimensional shapes ❖ Understanding balance and proportion	• Geometric figures — triangles, squares, hexagons, etc	- Making paper laterns - Making paper windmills - Building symmetrical structures - Making kites
Critical Thinking ❖ Understanding proportion ❖ Understanding relationships	***Mathematics*** • Decimals, fractions and percentages • Conversion of decimal and fractions into percentages and vice versa	- Make a model with one hundred squares on a graph paper so that each side is of ten squares (this will help with the conversion from percentages to decimals and some fractions) - Make a model for fractions
Self-Awareness ❖ Understanding one's own place in the family or peer group	***Social Studies*** • Home and family life	- Discussing in groups what support the young need from family and friends in a slum

CURRICULUM LINKED WITH LIFE SKILLS

Life Skills and Sub-Skills	Subject Areas/Topics	Teaching-Learning Activities
❖ Realizing relationships with parents, other elder members of the family ❖ Analysing community and other people's attitude towards oneself — the idea of getting attention or being neglected by them ❖ Comparing relationship patterns with peers	• Extended family • Relationship with neighbours	- Role - plays showing a family with a good interpersonal relationship among members - Essay competition on "A friend or a family member whom I cannot forget" - Drawing pictures of a family life in a friends's home - A debate on joint family — Blessing or Disguise - Preparing slogans on joy of living together in harmony
Problem-Solving ❖ Analysing problems ❖ Analysing causes of problems ❖ Generating ideas and alternatives strategies for solutions ❖ Sharing alternative strategies with others	***Social Studies*** • Growing population and development • Population education strategies	- As a group project — find out the rate of population growth in the area during the last five years - Discuss issues of population explosion and its impact on day-to-day living situations like price rice, food scarcity, transportation, health, sanitation, housing conditions, etc. - Collecting data on population rise in India in the last two decades and preparing bar graphs - Preparing posters on 'Population and Environment', 'Population and Our World' - Brainstorming session on strategies for educating people at different levels for population control

CURRICULUM LINKED WITH LIFE SKILLS

Life Skills and Sub-Skills	Subject Areas/Topics	Teaching-Learning Activities
Critical Thinking ❖ Analysing a given situation ❖ Making a distinction between positive and negative factors ❖ Finding out which are positive factors and which are harmful	***Science – Botany, Biology*** • Plants, their enemies and friends • Insects, friendly and harmful	- Field visits and collecting information from the farmers about insects that help and harm plants - Discussing in groups — observation of insect movements and activities in the fields - Making charts of insects that are plant - friendly and and those that harm the plants - Discussing with farmers and experienced persons about effect of insects on plant life - Drawing inferences from observations
Creative Thinking ❖ Reflecting on the given situation and event ❖ Analysing the situation from different aspects ❖ Finding new answers to old questions	***Social Studies*** • National integration of people culturally diverse	- Discussing in small groups issues of social disintegration due to diversity of language, religious faith, political affiliation and lifestyle - Find topics for debate on integration - Designing posters for 'Cultural Heritage of India' - Finding unity in diversity — could be a group project - Spreading the message of unity through songs, dramas, rallies and camps
Coping with Stress ❖ Analysing how stressful situations and events arise ❖ Identifying events leading to increasing tension	***Science – physiology, health and phyiscal education*** • Physical, mental and social changes	- Discussing in groups the physical changes in boys and girls during adolescence and issues that disturb the mind - Writing small slips for the "Question Box" kept in the classroom. The questions can be on emotional changes,

CURRICULUM LINKED WITH LIFE SKILLS

Life Skills and Sub-Skills	Subject Areas/Topics	Teaching-Learning Activities
❖ Identify sources of counselling among peers and elders	in adolescent stage of life — myths, misconceptions	concern for physical appearance, assertion of individual identity, problems in accepting existing social values and norms - Discussing with teachers, student counsellors, experts and peer groups - Participating in quiz competitions - Analysing given story of an adolescent - Identifying positive and negative responses to the changing phase of life — writing a diary - Preparing role-plays or script on 'Growing Up'
Coping with Emotions ❖ Understanding the positive and negative feelings towards others ❖ Analysing the emotions that are supportive for development and those that actually hinder the personal growth and development ❖ Studying events and situations and adapting to changing situations	***Social Sceince*** • Interpersonal relationship pattern in home and the outside community	- Discussing the different attitudes and views of the young and old, of men and women, of boys and girls - Debating on the critical issues related to growing up - Dramatizing the life of an adolescent living with so many do's and don'ts - Decide what emotions can help in building up a good future and what emotions are negative - Self-control and discipline in social gatherings even when disturbed

CURRICULUM LINKED WITH LIFE SKILLS

Life Skills and Sub-Skills	Subject Areas/Topics	Teaching-Learning Activities
Coping with Stress ❖ Identify the causes of stress tors ❖ Identify factors and situations that aggravate stress ❖ What can control the stress situation? ❖ Adopting measures to avoid getting stress	***Science–Biology*** • Reproductive health care • Neglect and irresponsible sexual habits leading to sexually transmitted diseases — HIV, AIDS	- Watching films and attending lectures by doc- and experts on health care during adolescence - Group discussions on reproductive health care activities — diseases from neglect and misuse - Watching films on HIV, AIDS, STD — Do's and Don'ts, myths and misconceptions - Study of case studies concerning boys and girls suffering from HIV/AIDS and analysing in groups the issues — who created stress, is stress going to help, how to control stress - Preparing questions on specific issues for a question box and discussing the problems with teachers and counsellors - Preparing posters with messages on HIV/AIDS the killer diseases - Enacting plays to spread the message of coping with stress situations and leading a happy life
Decision-Making ❖ Understanding the problem in its different dimensions ❖ Analysing the sources of decision-making ❖ Making a choice among the given	***Science – Chemistry*** • Different types of drugs — components of different drugs	- Studying about drugs - Group discussions on different types of drugs - Analysing some cases of drug addicts — effects of making wrong decision due to inability to resist pressure from friends

CURRICULUM LINKED WITH LIFE SKILLS

Life Skills and Sub-Skills	Subject Areas/Topics	Teaching-Learning Activities
alternatives ❖ Identifying the responsibility of right decision-making ❖ Avoiding pressure from peer group and others ❖ Maintaining self-discipline in decision-making		- Discussing the cases and determining the level of responsibility of the decision to use drugs - Participating in debates on drug addiction and loss of human resource - Role - play on the theme "Save us from drug addiction and its consequences" - Preparing messages on how to be decisive
Effective Communication ❖ Selecting suitable content ❖ Deciding about appropriate words and sentence structure ❖ Adjusting according to the level of age group and understanding of the listener	***Social Studies*** • Debate on social issues • Extempore speech at a social gathering on health habits and sanitation for illiterate people in the slum / rural areas • Preparation of scripts and participation in role-plays, street plays	- Discussion in small groups for selection of suitable content for participation in Republic Day celebration - Preparing a speech for addressing illiterate or semi-literate people in the slum areas and delivering speech on sanitation - Participating in plays on drug addiction, transmission of sexually transmitted diseases - Demonstrating science models in the exhibition before visitors - Participating in village fair

9

RECOMMENDATIONS

1. All young learners who are at risk whether they are out-of-school, out-of-homes, or in school (temporarily) or in shelters or out on the streets should have access to life skills-based education

2. Take up pilot projects with those NGOs who are already using learner-centred approaches and realize the need for teaching- learning materials.

3. Success of life skills approach will depend on giving it a fully worked out curriculum, teaching learning materials, training programme and links with the formal system.

4. Initially divide the work in all four regions, e.g. the North region can take up the life skills integration with formal and NFE curriculum (with suggested activities), South can work on training and orientation, the East region can work on learner involvement in planning, and the West region can work on materials' production. Then the regions take turns learning from experiences of others, but building on local needs and culture and using the languages spoken by young learners.

5. The goal should be to prepare a kit, a curriculum to integrate life skills, a training package to promulgate learner-friendly methodology and life skills integrated teaching-learning materials, which are multi-sensory.

6. There should be support from print media, radio and television. Personalities from film and sports are already involved in awareness campaigns. This will attract community action.

7. Unless the new approach of life skills is spelled out with concrete teaching learning materials it remains incomprehensible to the volunteer worker or facilitator and even to the social worker in NGO set ups. They are familiar

with the message content but not trained in teaching-learning transaction.

8. Conduct workshops in the right ambience, e.g. TISS and SNDT (Pune) in the western region that are already networking with NGOs.

9. Persuade national agencies like NCERT to adopt the integrated life skills curriculum*

10. NGOs who are already working with learner-centred approaches are:

Dnyana Devi, Pune : Monthly production of teaching-learning materials. Salaam Baalak Trust (Mumbai and Delhi) and Sparrows, Pune: Developing a shelter model

Ruchika, Bhubaneswar: networking with community.

Their work must be supervised by a core group of psycholinguists, sociolinguists, adolescent education experts, as well as doctors, who are already in this field.

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* "National Curriculum Framework for School Education—A Discussion Document", NCERT, published in January 2000 already shows awareness of life skills (1.2.6). So does the new curriculum of the Population Education Department.

ANNEXURE 1.a.

REPORT OF LIFE SKILLS WORKSHOP

Life Skills Workshop
28-29 December 1998

Introduction

To organize the two-day workshop in December 1998 letters were sent out on 15 October 1998 to fifty-seven institutions in all: 26 from Delhi, 3 from Andhra Pradesh, 4 from Maharashtra, 3 from Orissa, 4 from West Bengal, 5 from Madhya Pradesh, 3 from Karnataka, 3 from Kerala, 4 from Rajasthan and 2 from Tamil Nadu. To all these institutions a detailed proforma about their teaching methods and materials was sent. Between October and December four reminders were sent and telephone calls were also made. Visits were made to local organizations in Delhi to collect materials, resource persons in other states were requested to collect materials and dispatch it. Based on the materials received 22 invitations to attend the workshop in December were sent followed by telegrams. Fourteen institutions accepted the invitation. However, only 8 were able to participate in the workshop because of inclement weather and breakdown of transport services. (see note attached on steps followed in the identification and involvement of organization). Later this shortcoming was made up by visiting 26 NGOs and their centres to observe teaching-learning transactions.

Objectives

The purpose of this workshop was to develop an understanding of the status and scope of introduction of HIV/AIDS preventing education among children of upper primary age group in non-formal education settings.

By accepting the fact that there is rarely any evidence of HIV/AIDS preventive education below Class IX of the formal school system in India trying to look for evidence of HIV/AIDS preventive education in NFE curricula for the upper primary age group can be a fruitless exercise. So the basic purpose of this workshop was to look at the NFE curriculum, whether it considered "life skills approach" in any form to enable the out-of-school children to manage day-do-day situations in their life.

The goal of the workshop was also to explore the scope in the curriculum and methods in the classroom which help the children to understand and deal with the physiological changes in oneself and friends: along with improving the ability to combat risks to their health.

Method and Tasks

The two-day workshop was conducted in a participatory manner. The participants were empowered to brainstorm: first in groups of two and then in larger groups reporting a consensus which was arrived at. Similarly whatever NFE materials were to be scrutinized were looked at in small groups. Participants were also asked, after they had discussed the tools, to undertake Instruction Material Analysis (see tools). These had been prepared by Remedia Trust to use them in small groups to evaluate materials sent in by various agencies.

After a presentation of life skills approach the participants debated what constituted life skills in the Indian context. In the light of their social work experience they were asked to prepare a hierarchy of life skills and to propose some sub-skills which should make integration of life skills approach easy by relating to sub-skills to subject areas in the NFE Curricula.

At each session the participants made their recommendations and also evaluated the workshop. They recorded their appreciation of the opportunity given to them by UNESCO to learn from case studies from India and from outside India, about the development of life skills approach and of the participatory manner in which

the workshop was conducted. Working together in harmony in spite of disparate ages and experience was something participants resolved to continue. They recorded an increase in knowledge and skills.

Instructional Materials Analysis

One of the tasks before the participants was to examine learning materials from the various agencies working in life skills and preventive health education. It was discovered on scrutiny that no such written materials exist, at least none were submitted for analysis despite repeated requests. Some claims were made that such materials were being pretested but most NGOs agreed that they had limited written materials; most transactions were "need based", ad hoc and oral. What had been submitted were reports of projects with children and adolescents, source materials, reports of workshops, curricula, etc. The participants studied the tools of analysis, which had been prepared and practised using the tools on whatever material had been submitted. This activity took up about two hours. The materials analysed and evaluated are listed in an appendix with the comments of the participants. However, as a result of this exercise the participants came to the conclusion that more open exchange and co-operative production of learning materials would benefit all. It was also proposed that training facilitators to produce materials for life skills approach and preventive health education was needed.

The participants observed that Remedia Trust may be approached for such training and materials production programme.

Definition of Life Skills

The following definitions were debated and accepted by the participants:

- Life skills are abilities for adoptive and positive behaviour.
- Life skills refer to the ability to maintain the state of mental and physical well-being while interacting with others within the local culture and environment.

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List of Life Skills

The core set of life skills discussed were:

- Decision-making;
- Problem-solving;
- Creative thinking;
- Critical thinking;
- Effective communication;
- Interpersonal relationship skills;
- Self-awareness;
- Empathy
- Coping with emotions;
- Coping with stress

Participants were set the task of proposing additional life skills essential in the Indian context. Certain skills were proposed, e.g. the ability to ask the right,questions. This could be a sub-skill under problem solving and creative and critical thinking. Such sub-skills are listed below and help to form a network of life skills, which can be integrated with the NFE curriculum. The network is already proposed in the section on life skills and sub-skills in the Report on the project. To show how it can be integrated with NFE curricula and MLL, a sample has been given as suggested by the participants. As a follow-up, a pilot project could be taken up with the NGOs who use the learner-centred approach as proposed earlier in the Report on the project under Field Visits.

Life Skills Proposed

1. The ability to ask the right questions.
2. The ability to decide to listen to whom and to what.
3. Critical listening skills.
4. Information processing skills.
5. Self-reliance.
6. Finding out necessary legal and rights information (legal literacy).
7. To be attuned to social environment and situations.

8. The ability to say 'no' to negative pressures.
9. The ability to find the link between health problems and lifestyles as well as behaviour.
10. The ability to maintain safety.

All these are important skills and can help develop that network of sub-skills, which can help the facilitator to implement life skills approach in different subject areas. The most important addition to the list of life skills was that of Time and Space Management.

Of the list of life skills proposed, the participants felt that the skill of self-awareness was the most important. The most common question out-of-school children asked was: 'Who am I? Otherwise the priority arrangement of life skills was the same as listed in the presentation (see appendix). It was also said that these life skills were interdependent and therefore their organization could be circular rather than linear.

It was also suggested that the disabled and disadvantaged children must first develop the ability to find roots so that they can assert they belong to their social group. Most urban and rural children derive their sense of belonging first from the family group and then from the peer group; but the disabled and disadvantaged have a sense of being disowned and stigmatized.

Life Skills as Health Promoters

While it was accepted that life skills play a major role in health promotion, it was also pointed out that life skills are inadequate by themselves. The children need support from the community and cultural environmental factors. The participants felt that there should be greater emphasis on the promotion of physical, mental and social sense of positive attitudes rather than on prevention. These positive attitudes will prevent behavioural problems leading to health problems or mental disorder.

Some participants felt that for many out-of-family children better interpersonal relationship in peer group were very important

and generally better interpersonal relationships in the family would reduce the number of children on the streets who are at greater risk.

Those who work with disadvantaged and disabled children felt that self-care and self-discipline are not just linked to life skills but form an integral part of it. Similarly livelihood skills should also form part of the core life skills.

However, life skills should not become a bulging bedroll into which all extra luggage is stowed. It is better to keep the three functional skills separate namely, literacy, livelihood skills and life skills; otherwise life skills may get lost. The other danger is to say life skills are included already in all subject areas: so life skills do not need any special attention.

In India there is heavy emphasis on information in our current educational practice, therefore teaching of skills needs special planning in methods, materials and training. As it has been already seen participants felt the need to work in these three areas.

Promotion of Life Skills

The participants were keenly interested in the promotion of life skills. UNESCO is promoting the life skills approach in India in collaboration with other international agencies: UNICEF, UNDP, WHO, USAID and SIDA. Most attempts so far have used as source the WHO manuals and Lions Quest Module. The need for adapting these to the Indian context was discussed.

Currently NIMHANS in collaboration with WHO is developing a network of organizations working in this area.

There are many NGOs all over India who are working in the area of preventive health and some are also promoting life skills as reported by them, e.g. the Tata Institute of Social Sciences. The unit for Child and Youth research is preparing some material on life skills. It was suggested that it is equally important to be in touch with agencies like NCERT, NCTE, who are revising their curriculum at present to facilitate integration of life skills

in formal and non-formal education, which have a symbiotic relationship. An early draft report of the workshop should be sent to them.

Measures Proposed for Establishing the Life Skills Approach

i) Propose alternative modes of transaction.

ii) Enlarge the skills area to include non-verbal skills.

iii) Make learning experience promote flexibility.

iv) Provide opportunities for children to use both sides of the brain.

v) Make the family, peer and community aware and orient them also to Life Skills through PTA and community work.

vi) Generate and exchange materials which offer self-learning and options so that learning can take place at the rate of the individual child.

vii) Integrate Life Skills approach into content areas and subject areas. NGOs will have to work with educational planners with planning and help from planners and teachers.

viii) Life Skills learning should be fun; what is good for children does not have to be drab, heavy and bitter.

ix) Generate a supportive environment where the community and cultural environment reflect a learner-friendly approach. Parents and community will have to give up the authoritarian approach and this kind of social change can be brought about by orientation and training.

Methods for Life Skills

The participants proposed the following methods, which they were already using in educating the out-of-school children.

1. Group work.
2. Brainstorming.

3. Games and songs.
4. Plays. (Writing and performing plays)
5. Painting pictures, developing models.
6. Debates, discussions on stories and events.
7. Quiz devised by children and facilitators.
8. Case studies: situations that pose a rehearsal of problems children will be facing soon if not already.
9. Visits to watch processes or exhibitions.
10. Role-play.
11. Projects' discovery method.
12. Puppet shows that enable children to voice what has been repressed.

The choice of methods will depend on the age, background and the choice of learners. This means the facilitator will have to be prepared with alternative materials and provisions for learning centres.

Learning Needs

Training for imparting life skills must be such that life skills of parents, peer groups, community members as well as facilitators are improved. The motto should be 'do as we do' and not 'do what we say'. Lectures and expositions carry no conviction: learning by doing and learning through experience should be part of the training module.

The participants during the two-day workshop learnt several interpersonal communication skills and critical and creative thinking skills from the participatory method, which was used. This made the workshop a happy learning experience where co-operation and attention never flagged. This was realised by the participants and was expressed during evaluation at the end of each day.

Training in life skills is as essential for disabled and disadvantaged children as it is for other out-of-school children and special orientation to disability is needed for all facilitators, teachers,

parents and planners since 12 per cent of young population in formal schools is disabled: for NFE the proportion may be higher as the percentage rises in rural areas and among disadvantaged groups.

Integration of Life Skills Approach with the Curriculum and Learning Materials

The participants were asked to make an attempt to relate life skills to subject areas and to topics or content areas and suggest how life skills may be transacted. Their initial efforts are included in an appendix. They did not have very much time to make any detailed proposals. In fact the NCERT representatives, since they were more conversant with content areas, did most of the work in this area but all participants made a beginning in thinking about how to integrate life skills approach with NFE curricula.

Recommendations Made by the Participants

(1) Life skills will become a viable approach when sub-skills are analysed and a hierarchy model is ready.

(2) Life skills will just be a slogan unless it is linked with the curriculum and context areas.

(3) Life skills model as proposed in the paper (see annexure) was on the whole totally acceptable to the participants. However, it needs further working on in terms of various case experiences narrated to make it even more user-friendly.

(4) NGOs may pay more attention to promoting non-verbal skills and exercising the right side of the brain. Life skills must include spatial orientation as well as awareness of the time-line.

(5) Mathematical skills are not mastered either by school children or by out-of-school children. These must be made part of life skills.

(6) Survival skills are essential for out-of-school children. These should be related to life skills.

(7) Since materials evaluated were only in the nature of project reports or reference or training manuals, it is obvious that there is a dearth of teaching-learning materials that are learner-oriented. Such materials must be produced urgently to support introduction and practice of life skills.

(8) When a sample set of materials is being written the facilitators must be oriented.

During the lunch hour on the second day some video films were screened about preventive HIV/AIDS education. These were known to the participants and were made for the media. One that was adapted with Hindi commentary was appreciated as being child-oriented. It was entitled *Karate Hero*.

Evaluation of the Workshop by Participants

Their appreciation of the workshop and the participatory method was expressed in no uncertain terms.

It appears as if they have imbibed the participatory method and the contents of the working paper.

ANNEXURE 1.b.

LIFE SKILLS WORKSHOP
28-29 December 1998

Working Paper

Objectives

The general purpose of the workshop, is to develop an understanding of the status and scope of introduction of HIV/AIDS preventive education among the children of the upper primary age group in non-formal education settings.

The basic purpose of this group work is to study life skills approach which enables the out-of-school children in managing day-to-day situations in their lives.

Our task together is also to look for a life skills approach in the NFE curriculum since there is very little evidence of HIV/AIDS preventive education below Class IX in the formal school system.

Therefore, its is also proposed to explore the scope for life skills in the curriculum and methods in the classroom which help the children to understand and deal with physiological and psychological changes in oneself and friends along with the improvement of ability to combat risks to their health.

Our goal after observing NFE sessions and analysing transactional materials is to propose a framework of life skills approach in the Indian context.

Definition of Life Skills

- Life skills are abilities for adaptive and positive behaviour
- Life skills refer to the ability to maintain state of

mental and physical well-being while interacting with others within the local culture and environment

List of Life Skills

This is a core set of skills that are at the heart of skill-based initiatives for the promotion of health and the well-being of children and adolescents. These are:

- Decision-making
- Problem-solving
- Creative thinking
- Effective communication
- Interpersonal relationship skills
- Self-awareness
- Empathy
- Coping with emotions
- Coping with stress

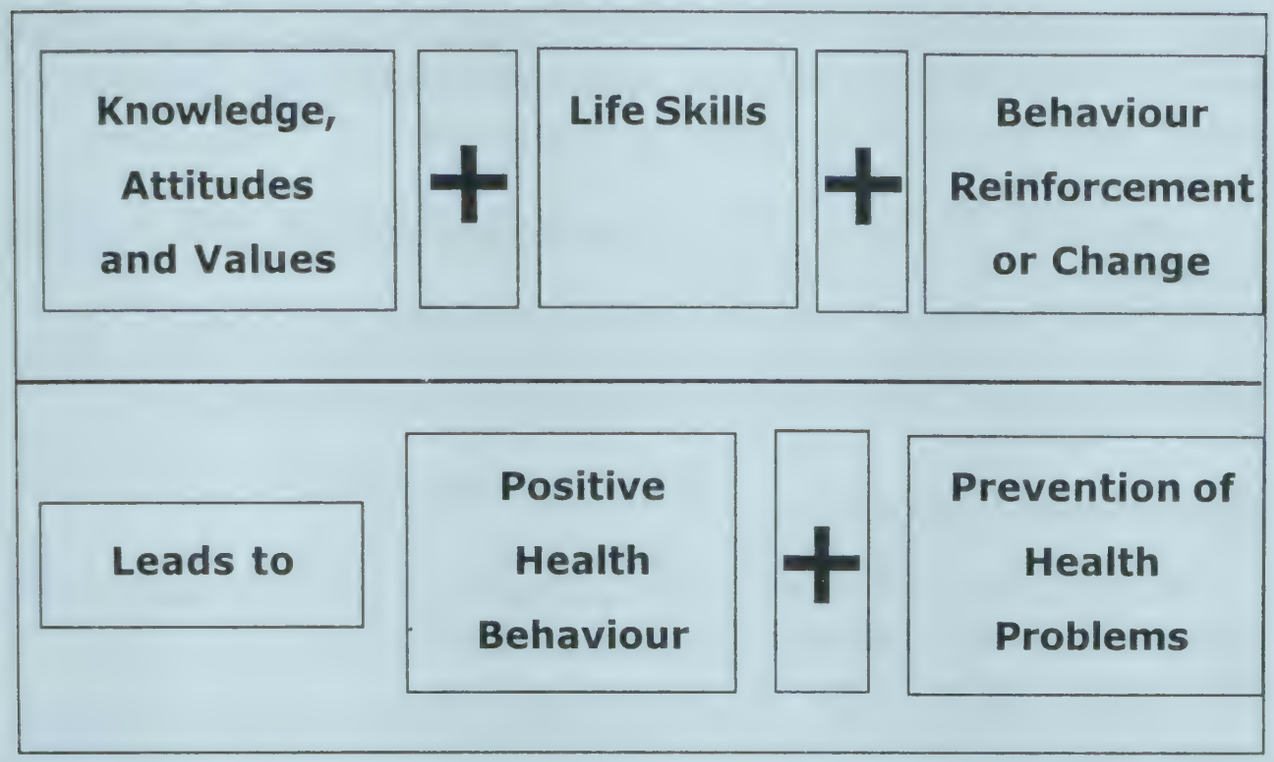
Role of Skills in Health Promotion

For health promotion, teaching skills in each of the five areas given below provides a foundation of generic life skills for psychosocial competence.

I. Decision-Making and Problem-Solving
II Creative and Critical Thinking
III. Communication and Interpersonal Relationships
IV. Understanding Oneself and Others
V. Coping with Emotions and Stress

Life Skills as a Link

The model below shows how life skills can mediate between motivating factors and knowledge, attitudes and values and positive health behaviour.



Thus life skills can also be defined as abilities that further motivate individuals to behave in healthy ways, provided they want to do so and are given the scope and opportunity to do so.

Life Skills form a link between self-care and self-discipline on the one hand, and self-confidence on the other.

Life skills alone are not enough. They must be complimented by support from the community and cultural environmental factors, which move individuals to positive action.

Life skills not only improve self-image but also contribute to better interpersonal relationships, through a sense of physical and mental well-being.

Life skills promote physical, mental and social sense of positive attitudes and hence prevent mental disorders and behavioural problems, in addition to preventing health problems.

Life skills make for better ties in the family and peer group.

With increased self-awareness and better self-management the chance of impulsive action is reduced.

Life skills teaching provides rehearsals of situations, which

bring negative pressures, like indulgence in drugs and sex. The resultant competency to withstand pressures can be used to resist peer pressure or social compulsions.

Life skills of critical thinking, problem-solving help out-of-school children to avoid abuse.

Life skills make it possible for them to think of future goals and service to others and protecting the environment.

Promotion of Life Skills

Both in India and other countries there is a growing recognition that the young need life skill education.

The most commonly used sources are WHO manuals and Lions Quest Module.

Currently NIMHANS in collaboration with WHO is developing a network of organizations working in this field.

Life skills are seen as being as essential as other functional skills like literacy or livelihood skills learning.

Goals of Programmes that Teach Life Skills

I. To involve staff, parents, peer groups and community to ensure healthy development of out-of-school children.

II. To help the out-of-school children develop positive qualities that enable them to shape their life and community.

III To ensure that the young are committed positively to their families, learning centres, peers and their community.

IV. To teach the learners by giving them opportunities to solve problems co-operatively and to be of service to others.

V. To teach the learners to understand the socio-cultural diversity in the community and to develop respect for self and others.

VI. To allow learners to practice resisting negative pressure from peers or the corrupting elements in society so as to grow up healthy and unabused.

VII. To support teachers, parents and other NGOs in the community through production of materials, training and follow-up services as needed.

Practice of Teaching Life Skills

In practice, the term life skills is also used to refer to:

- Livelihood skills
- Practical self-care skills
- Skills used for specific risk situations

Since life skills are competencies and actual behaviours, the method should provide for practice of the new and improved abilities.

It has been found that experiential learning is more successful than didactic learning.

The methods used in teaching life skills are:

- Skills practice
- Discussion panels
- Debates
- Brainstorming
- Role-playing
- Case studies
- Games

Life skills are taught not in isolation, but should be integrated with health and major life issue education.

Scrutiny of Life Skills Programmes

Do the programmes provide answers to the following questions of the learner:

- Who am I and what can I do?
- What do I want to be? — My options
- How do I choose among options?

- What are my responsibilities and relations as a young person?
- How can I improve my social and physical environment and my relations with others around me?

Lessons from Successful Life Skills Programmes

Life skills programmes must have:

- Efficient Prevention Education
- Positive and holistic approach
- Flexibility in design
- Adaptation to the learner's age, culture and language
- Locally evolved approaches
- Teacher and facilitator orientation

Conclusion

Everyone needs life skills.

How shall we structure life skills education to integrate it with the NFE curriculum?

ANNEXURE 2

NON-FORMAL EDUCATION IN THE CONTEXT OF EDUCATION FOR ALL IN INDIA

Non-Formal Education in the Indian context has developed a restricted meaning of an alternative delivery system of education for millions of children who have no access to elementary education.

It is estimated that the number of out-of-school children is about 84 million. At the end of the Eighth Plan about seven million children have enjoyed non-formal education centres provided under the Government of India's NFE Scheme. And the number of children enrolled in formal schools is 112 million.

Children Attending NFE Centres

These children mostly belong to the age group of 6 to 14 and come from socially and economically deprived sections of society. They continue to remain outside the formal system due to economic and cultural compulsions. They include working children, young boys and girls who assist parents in domestic chores like fetching fuel, fodder and water, attending to siblings, grazing cattle. A large number of them come from school-less habitations, dropouts and over-age children. The demotivating factors of formal schools—long hours of school work, non-supportive learning climate also adds up to their problems. Non-formal education has, therefore, been adopted by the country as a viable alternative approach for providing basic education for all children.

Implementation of the NFE Scheme at Government and Voluntary Agencies Level

By the end of the Eighth Plan the scheme has covered 70 lakh children in 21 states and union territories in about 2.8 lakh centres. There had been a steady increase in the number of girls' centres in the last five years with 1.8 lakh centres sanctioned exclusively for girls. The initiatives at NGO level prompted the government to extend its financial support in a big way to Voluntary Agencies (VAs) for the generation of new ideas and methodologies for providing Primary Education. Over 750 NGOs are supplementing the government efforts by running about 38,000 NFE centres in various states. Consequently, a variety of NFE curriculum designs are observable in various parts of the country.

Special Features of the NFE Curriculum

Non-formal curriculum lays special emphasis on learner-friendly approach attending to divergent needs of learners.

- curriculum relevance to learners.
- flexibility of timings.
- open and joyful learning climate.
- maximum involvement of learners in the teaching-learning process. decentralization of curriculum planning reflecting local specific learning context.

With a view to respond to the multidimensional learning needs of children a variety of learning activities are generated at the local level.

Content Derivation Process

- The content derivation process promotes 'resource based' learning and self-learning process where the instructor works as a facilitator and help the child wherever it is needed.

- The emphasis is on learning, exploring the local situations rather than information mongering.

The National Council of Educational Research and Training (NCERT), New Delhi as an apex body prepares the curriculum framework at the national level. The framework provides the basic guidelines to the states. States and Union Territories translate the general framework in operational terms keeping in view the local variations.

NFE Curriculum Focus and Objectives of NCERT

NFE Curriculum Frame of NCERT was initially developed on the basis of its field experiences conducted as experimental NFE projects in selected locale of the country. This was evolved during 1975-76.

The main focus of the curriculum at the primary level was to provide basic learning skills to out-of-school children so that there is improvement in their quality of life. Another focus of the NFE curriculum was enabling these children to enter into the formal school at multiple points.

Special Curriculum Features

The NCERT curriculum at the primary level was oriented to environment and basic needs and was problem-based.

- It was integrated with the lifestyles and environmental situations obtainable in rural, urban, hilly and desert regions of the country.
- It centred round the problem areas related to basic needs, namely food, shelter and clothing. The curriculum was closely integrated with the problems faced by children in relation to these areas in their day-to-day life situations.
- The curriculum was also integrated with different learning areas, namely language, arithmetic and environmental studies. The central point of integration was language.
- It laid special stress on the life in rural and tribal areas.

- The main emphasis of curriculum was on the development of environmental awareness, effective interactions with immediate environmental situations, understanding about the objects around the child and promoting healthy living practices.
- Environmental situation was given special coverage.
- Teaching-learning material reflected a variety of approaches.
- Separate primers and readers were developed for learners residing in the urban, rural and tribal set-up.

Curriculum Reorganization at the Primary Level

During 1987-88 NCERT in its endeavour to strengthen qualitative improvement of the NFE curriculum reorganized it by shifting some of the topics from the second to the third semester. Moreover, some themes were clubbed together for better integration of learning points. On the basis of potentiality of themes, different formats and styles were adopted for the development of an integrated learning package.

Most of the states developed their NFE curriculum on the basis of the NCERT curriculum frame. States like Assam, Bihar, West Bengal, Orissa, Jammu and Kashmir either adopted or adapted NCERT/NFE Primers and Readers.

Structure and Duration

The NFE curriculum at the primary level is of two years' duration. It is divided into four semesters each of six months' duration. The learning materials were developed semester-wise.

MLL-Based Curriculum

During 1990-91 the country switched over to MLL (Minimum Levels of Learning) based approach to curriculum development. The focus was on the competencies rather than on content areas. At the national level MLLs for the five grades of formal

schools were identified in relation to language, mathematics and environmental studies (Science and Social Sciences clubbed together). Later on MLLs for Art, Physical Education and Work Experiences areas were identified. The major competencies were spelt out in terms of sub-competencies. (Reference: Minimum Levels of Learning at the Primary Level — NCERT Booklet at Flag-I)

The MLLs specified for primary level are with reference to five grades of formal school. Accordingly NCERT took up the task of re-grouping these competencies to conform to the four semesters of the primary level NFE course.

The newly clubbed MLLs served as the curriculum frame for the states and UTs.

The MLL approach to curriculum and material development aimed at quality control. From this period onwards there was a shift from content to competency-based approach to curriculum development in both Formal and Non-Formal sectors. To provide guidelines for development of teaching-learning materials on the basis of MLLs, the NCERT developed a set of twelve prototype exemplar materials for the primary level.

This was followed by new initiatives at the State, UT and NGO-VAs level to renew the NFE curriculum at the primary level on the basis of competencies identified for the four semesters. Consequently, a new set of curriculum and teaching-learning materials were evolved by the States/UTs and voluntary organizations. (Reference Bihar, Karnataka, Rajasthan and Uttar Pradesh curriculum and curriculum of MAMTA, Delhi; Ruchika, Orissa-based NGOs at Flag-II, III, IV, V, VI and VII)

The table on page 75 shows the NFE curriculum profile at the primary level. As is evident, a large number of states have developed the MLL-based curriculum. This has helped in preparing a variety of innovative materials adopting MLL-based strategy.

Middle-Level NFE Programme

Middle-level NFE centres are being run by seven states of

the country, namely Arunachal Pradesh, Andhra Pradesh, Chandigarh, Madhya Pradesh, Mizoram, Orissa and Uttar Pradesh (diagram on page 84).

The duration of middle-level NFE centres is three years. These centres provide educational opportunities to the primary stage completes to continue their studies through the middle-level NFE delivery system, in case they are not able to join full time school. Many school drop-outs also avail themselves of educational opportunities of the middle level NFE centres.

Middle-Level NFE Curricula Profile

During 1983-85 the NCERT initiated the task of development of curriculum frame for middle-level NFE programme (Reference middle level NFE curriculum frame-VIII). While evolving the curriculum frame, special attention was paid to the development needs and special concern areas of the learners who are now at a transitory stage of adolescence.

Curriculum Objectives

The following objectives were identified for the middle-level NFE programme:

- Provide opportunities to the out-of-school children to continue their education.
- Equip the learners with competencies to meet effectively the challenges of the adolescent period of life.
- Instil healthy habits.
- Provide opportunities to the learners to acquire the skill of critical thinking.
- Help learners to conserve natural resources.
- Inculcate in them desirable values.

Curriculum Determinants for Middle-Level NFE Curriculum

- Maturity level of learners.
- The need for literacy in daily life.
- Physical, social and occupational contexts in the learner's life.

- Minimum set of competencies identified in the formal school curriculum.
- Multiple point entry provisions.
- Values and traditions of the local community development programmes in the community.

Curriculum Approach

The curriculum approach largely reflects the following:

- Emerges from the learner's life problems.
- Theme-based partially integrated curriculum.
- Local-specific situations oriented.
- Learner-centred.
- Continuous learner evaluation oriented.
- Community involvement in-built in the process.

The curriculum development process involved the following:

- Analysis of formal school curriculum for identification of components that are common in most of the curriculum.
- Clubbing of components in the form of units.
- Delineation of sub-units.
- Planning teaching-learning activities in relation to various units.

A set of seven teaching-learning materials was developed for the three basic areas of language, mathematics, social science and sciences following this curriculum guidelines.

Health Education Components

Science materials were taught through dialogue, story, travelogue, descriptive lessons and poems. Science lessons include hygiene, health habits, environmental sanitation, air and water-borne diseases, preventive measures. Malnutrition and diseases were discussed with concrete example from the life of learners coming from rural areas, urban slums or industrial areas.

Academic Guidelines for Middle-Level Curriculum by NCERT
(Ref. Academic guidelines for the development of textual materials at Upper Primary Level at Flag-IX)

In 1998-99 NCERT developed detailed guidelines for the middle- level NFE programme. The broad guidelines are presented in the context of subject areas. The guidelines lay special stress on the following three aspects.

- During the first year of the middle-level NFE programme attention should be paid to reinforcement of learning skills covered in the last semester of primary level NFE (equivalent to formal school grade V).
- Integration of skills with different areas of curriculum should be attempted.
- In health and physical education areas adequate coverage should be given to the components of social, emotional and physical problems of adolescent boys and girls—the process of growing, preventive health education, HIV/AIDS and sex abuses, drug addiction.

NCERT proposes to work intensively in these areas. The states and voluntary organizations will be oriented to these academic guidelines of the middle-level NFE programme.

Review of State-Level NFE Curricula

Analysis of middle-level NFE curricula and instructional materials of different states and union territories reveal some distinct curriculum patterns. It also brings to the fore some points of divergence among the NFE curricula in use in different parts of the country.

Four patterns of curricula profile are identifiable. These are:

- adoption of formal school curriculum.
- condensed formal school curriculum.
- special NFE curriculum.
- partial integrated curriculum.

Initially, Rajasthan, Bihar, Uttar Pradesh and Tamil Nadu developed separate NFE curricula. The programmes and activities are organized as per these curricula. During 1995-96 these states converted the NFE curriculum to the MLL-based approach and

necessary reorganizations were made.

The NFE curricula of Andhra Pradesh, Madhya Pradesh and Uttar Pradesh are partially integrated. Orissa, Jammu & Kashmir, Tripura, Meghalaya and Madhya Pradesh follow the condensed formal school curriculum at middle level.

Although the latest trend is to follow the subject-centred curriculum a lot of NFE materials have been developed by these states following the integrated approach to learning.

These facilitate adoption of a variety of activities in the NFE centres. The latest trend in NFE is mainstreaming of learners in formal schools. The classes are organized in the form of a composite group where children belong to the age-group 6 to 14. In some cases small groups are formed according to the academic levels of learners.

Content Coverage

There are common core elements in the content areas. These are:

- language, mathematics, social science and science are the common learning areas in all the states.
- Activity areas, like health and hygiene, work experience, art and community activities, celebration of festivals are generally integrated with other areas of learning.

The formal school curriculum of Orissa in use in the middle-level NFE programme and that of Himachal Pradesh include two important areas of health education. These are:

a) Food, health and diseases — judicious choice of food, nutrition, deficiency diseases, healthy living — hygienic sanitation and health habits, diseases, disorders.

b)
- Smoking, alcohol and drug addiction as health hazards (Himachal Pradesh)
- Desirable habits for healthy living.
- Right decision relating to principles and practices of health.

- Diseases and disorders due to lack of hygiene.
- Personal habits like smoking, alcohol, drug addiction as health hazards.
- Digestive system, circulatory system, nervous system, reproductive system — their function (Orissa)

NGOs and NFE Curriculum

The profile of NFE programmes run by NGOs (Non-government organizations) are in sharp contrast to the government run NFE programmes. The main areas of deviation relate to:

- programme focus and objectives,
- intervention strategies for organization of activities,
- quality of teaching-learning process,
- nature and involvement of community,
- curriculum content and content derivation process,
- diversity of teaching-learning process,

Focus and Objectives

The major focus of these organizations is functionality of learning. There is stress on equipping the learners to deal effectively with adversity of life situations — physical, mental and social. Along with educational inputs these organizations aim at empowering the children-in-distress with critical life skills and child-friendly atmosphere. Provisions of shelter, nutrition, and counselling services are other types of interventions. Rehabilitation and social security are other important areas of concern for NGOs.

The programme designs and implementation strategies differ from each other only in degree.

NCERT Curriculum for Adolescence Education under Population Education (Ref. at Flag-X)

NCERT Population Education Division has accorded a significant position to adolescence education in formal school curriculum. The stated objectives, curricular content, teaching-learning strategies, co-curricular activities, pupil evaluation process and

teaching-learning materials have direct relevance to the NFE curriculum at the middle level.

The Adolescence course content covers three major components, namely:

- The critical issues related to the process of growth of child into an adult.
- AIDS — causes and consequences of HIV/AIDS — preventive measures, individual and social responsibilities towards those who have HIV/AIDS.
- Drug abuse — situations in which adolescents fall prey to drugs, consequences of drug abuse, preventive measures, treatment, rehabilitation of drug addicts — individual and social responsibilities.

Strategies

The suggested strategies for initiation of the subject in the school curriculum at the middle-level are:

- Awareness-building through dialogue and discussions.
- Integration in the school curriculum.
- Identification of needs and studies of the problems of adolescence.
- Preparation of informative materials.
- Integration of the national curriculum framework for elementary education.
- Inclusion of the component in pre-service and in-service teacher- training programmes.
- Promotion of students' activities.
- Adoption of non-conventional teaching-learning strategies.
- Context evaluation, process evaluation and product evaluation.

NCERT Population Education Division has developed five modules that dwell at length on all the themes mentioned above.

NFE CURRICULUM PROFILE -- PRIMARY LEVEL

Level	CURRICULUM								Remarks
National States NGOs VAs* (Voluntary Organizations)	Type				Orientation				A short summary of special features and areas covered
	Formal Curriculum (FC)	Condensed (FC)	Separate NFE Curriculum	NGO/VAs Curriculum	Subject-Centred	Partially Integrated	Fully Integrated	Competency-Based MLL	
NCERT-NFE	–	–	ø	–	ø	ø	–	ø	- Integration of pre-vocational skills with different areas of curriculum, e.g. health and physical education
NCERT POPULATION EDUCATION	ø	–	–	–	ø	ø	–	ø	- Major Components - Process of growing up, AIDS, drug abuse
STATES									
Arunachal Pradesh	–	ø	–	–	ø	ø	–	ø	- Curriculum in and around regional culture and environment
Andhra Pradesh	–	–	ø	ø	ø	ø	–	ø	- Curiculum based on sixteen basic needs-related problems
Assam	–	ø	–	ø	ø	ø	–	–	- Basic curricular areas—health, value education, community action and work experience
Bihar	–	–	ø	ø	ø	ø	–	ø	- Emphasis on MLL competencies

NFE CURRICULUM PROFILE -- PRIMARY LEVEL

Level	CURRICULUM								Remarks
National States NGOs VAs* (Voluntary Organizations)	Type				Orientation				A short summary of special features and areas covered
	Formal Curriculum (FC)	Condensed (FC)	Separate NFE Curriculum	NGO/VAs Curriculum	Subject-Centred	Partially Integrated	Fully Integrated	Competency-Based MLL	
Chandigarh	–	ø	–	–	ø	–	–	ø	- MLL - Based
Gujarat	–	ø	–	–	ø	–	–	ø	- Major emphasis – MLL competencies
Haryana	–	–	–	–	ø	–	–	ø	- Integration with DPEP curriculum
Himachal Pradesh	–	ø	–	–	ø	ø	–	–	- Partially integrated health including sex education
Jammu & Kashmir	–	ø	–	–	ø	–	–	–	- Emphasis on MLL competencies and regional, cultural and social environment units in curriculum
Karnataka	–	–	ø	ø	–	ø	–	ø	- MLL-based — Priority areas: regional culture, environment and MLL
Madhya Pradesh	–	ø	–	–	ø	ø	–	ø	- MLL-based condensed formal school curriculum

NFE CURRICULUM PROFILE -- PRIMARY LEVEL

Level National States NGOs VAs* (Voluntary Organizations)	CURRICULUM								Remarks
	Type				Orientation				
	Formal Curriculum (FC)	Condensed (FC)	Separate NFE Curriculum	NGO/VAs Curriculum	Subject-Centred	Partially Integrated	Fully Integrated	Competency-Based MLL	A short summary of special features and areas covered
Maharashtra	–	–	Ø	Ø	Ø	Ø	–	Ø	- Separate NFE curriculum, MLL-based, subject-centred, par tially integrated
Meghalaya	–	Ø	–	Ø	Ø	–	–	Ø	- MLL-based, subject-centred, condensed formal school curriculum
Mizoram	–	Ø	–	–	Ø	–	–	Ø	- MLL-based condensed formal school curriculum
Orissa	–	Ø	–	Ø	Ø	Ø	–	Ø	- Main focus: health, hygiene, work-experience, games, home science,agriculture, sex education
Rajasthan	–	–	Ø	Ø	Ø	Ø	–	Ø	- Concern areas: MLL, social awareness, work education
Tamil Nadu	–	Ø	–	Ø	Ø	Ø	–	Ø	- Special area: Community service activity

NFE CURRICULUM PROFILE -- PRIMARY LEVEL

Level	CURRICULUM								Remarks
National States NGOs VAs* (Voluntary Organizations)	Type				Orientation				A short summary of special features and areas covered
	Formal Curriculum (FC)	Condensed (FC)	Separate NFE Curriculum	NGO/VAs Curriculum	Subject-Centred	Partially Integrated	Fully Integrated	Competency-Based MLL	
Tripura	–	ø	–	–	ø	ø	–	ø	- MLL-based, condensed formal school curriculum
Uttar Pradesh	–	–	ø	ø	ø	ø	–	ø	- Work experience, MLL, besides literacy, numeracy
West Bengal NGOs / VAs	–	–	ø	ø	ø	ø	–	ø	- Community development, value education, work experience
Samanvaya Ashram Bodh Gaya, Bihar	–	–	ø	ø	ø	ø	–	–	- Correlates education with community development. Emphasis on need-based and family support programme - Learning by doing through activities like cooking, social service, land cultivation and working with machines - Curriculum, a mix of scholastic, physical, social, vocational and moral values.

NFE CURRICULUM PROFILE -- PRIMARY LEVEL

Level	CURRICULUM								Remarks
National States	Type				Orientation				
NGOs VAs* (Voluntary Organizations)	Formal Curriculum (FC)	Condensed (FC)	Separate NFE Curriculum	NGO/VAs Curriculum	Subject-Centred	Partially Integrated	Fully Integrated	Competency-Based MLL	A short summary of special features and areas covered
Eklavya Foundation, Bhopal, Madhya Pradesh	–	ϕ	–	ϕ	ϕ	ϕ	–	–	- Create sustainable change in formal and non-formal education and develop scientific, critical questioning attitude among children
Bodh Shiksha Samiti, Jaipur, Rajasthan	–	–	ϕ	ϕ	ϕ	ϕ	–	–	- Curriculum related to the lives of the slum children. Besides literacy, numeracy, crafts and other manual skills. - Emphasis on mutual sharing of information, experiences and skills. - No textbooks - Improvised form of teaching and learning for developing skills in children.
Digantar Shikshevam, Jaipur	–	ϕ	–	–	ϕ	ϕ	–	–	- Curriculum combines local vocational skills, folk knowledge and culture

NFE CURRICULUM PROFILE -- PRIMARY LEVEL

Level	CURRICULUM								Remarks
National States NGOs VAs* (Voluntary Organizations)	Type				Orientation				A short summary of special features and areas covered
	Formal Curriculum (FC)	Condensed (FC)	Separate NFE Curriculum	NGO/VAs Curriculum	Subject-Centred	Partially Integrated	Fully Integrated	Competency-Based MLL	
Rishi Valley Education Centre, Chennai, Tamil Nadu	–	–	ø	ø	ø	ø	–	–	- Initiate the children into a life long learning process based on their own experiences - Emphasis on basic learning skills and MLL - Focus areas — health, sanitation and awareness of the environment - Learning material in the form of a comprehensive graded kit.
Institute of Social Service, Prabhatra, Delhi	–	ø	–	–	ø	ø	–	–	- Emphasis on education, health, developmental activities, sex education and social service.
Prayas, Delhi	–	–	ø	ø	ø	ø	–	ø	- Education of working children in slum areas — main focus - Educational programmes in and around work-oriented activities in school and out-of-school, nutrition, health and community service.

NFE CURRICULUM PROFILE -- PRIMARY LEVEL

Level National States NGOs VAs* (Voluntary Organizations)	CURRICULUM								Remarks A short summary of special features and areas covered
	Type				Orientation				
	Formal Curriculum (FC)	Condensed (FC)	Separate NFE Curriculum	NGO/VAs Curriculum	Subject-Centred	Partially Integrated	Fully Integrated	Competency-Based MLL	
Mamta Health Institution for Mother & Child Care, Delhi	–	–	ø	ø	ø	ø	–	ø	- Main focus –Building self-concept among girls in the slum areas - Activities directed at developing skills,entrepreneurship, health, medical care and community involvement. HIV/AIDS education and guidance to adolescent boys and girls.
Balika Shiksha Shivirs, Lokjumbish, Jaipur, Rajasthan	–	–	ø	ø	ø	ø	–	ø	- Curriculum incorporates 'Back to school' camp approach of MV Foundation, Andhra Pradesh for skill-based education of girls. - Covers all the vital areas of child and adolescent life - Focus on enhancing self-concept among girls from disadvantaged strata of society.
Indian Institute of Education, Pune, Maharashtra	–	–	ø	ø	ø	ø	–	ø	- Education design covers the basic learning needs of children and adolescents.

NFE CURRICULUM PROFILE -- PRIMARY LEVEL

Level	CURRICULUM								Remarks
National States	Type				Orientation				
NGOs VAs* (Voluntary Organizations)	Formal Curriculum (FC)	Condensed (FC)	Separate NFE Curriculum	NGO/VAs Curriculum	Subject-Centred	Partially Integrated	Fully Integrated	Competency-Based MLL	A short summary of special features and areas covered
									- Curriculum gives coverage to components of health, work-education, value education and integrated regional, cultural and environmental situations.
Centre for Youth Social Development (CYSD), Orissa	–	–	ø	ø	ø	ø	–	ø	- Basic areas of concern - Education for tribal children and others from deprived sections of society.
Mitra Niketan, Kerala	–	–	ø	ø	ø	ø	–	–	- Besides educational and health services, engages in income-generating programmes, social services, gender sensitivity programmes. Special emphasis on folk art, culture, work education activities, games, skill education through participation in productive activities.

NFE CURRICULUM PROFILE -- PRIMARY LEVEL

Level National States NGOs VAs* (Voluntary Organizations)	CURRICULUM								Remarks A short summary of special features and areas covered
	Type				Orientation				
	Formal Curriculum (FC)	Condensed (FC)	Separate NFE Curriculum	NGO/VAs Curriculum	Subject-Centred	Partially Integrated	Fully Integrated	Competency-Based MLL	
Lok Shiksha Parishad, RK Mission, West Bengal	–	–	ϕ	ϕ	ϕ	ϕ	–	ϕ	- Work education including agriculture bee-keeping, carpentry, social service, participation in social camps, village fairs, value education
MV Foundation, Secunderabad, Andhra Pradesh	–	ϕ	–	–	ϕ	ϕ	–	–	- Education for working children through intensive residential camp life - Evolve curriculum and learning materials at the local level involving children and community people
Jan Kalyan Ashram, Shahjahanpur, Uttar Pradesh	–	–	ϕ	ϕ	ϕ	ϕ	–	ϕ	- Main emphasis on rural-oriented life, skill development - Activities for eradication of social discrimination and value development, spirit of social service - Curriculum development at the local level incorporating life and environmental contexts of learners

Middle-Level NFE Curriculum
Andhra Pradesh
Arunachal Pradesh
Chandigarh
Orissa
Uttar Pradesh
Mizoram
Madhya Pradesh

ANNEXURE 3

NGO PROFILES

Introduction

In India, Life Skills education is to be introduced in both Formal and Non-Formal systems as an antidote to overemphasis on information teaching and as a way to develop the individuality of the learners, so that each learner, boy or girl, can face negative pressures and risks that threaten mental and physical health. These risks will include abuse of alcohol and drugs as well as the spreading STD/HIV/AIDS epidemic. While parents and community do not take kindly to the notion of sex-education fearing that it may lead to more or earlier sex-activity, they can have no such objection to life skills education. As a beginning, life skills could be introduced in the curricula of all NGO centres, that have NFE activities, which prepare the learners for mainstreaming and continue enriching life skills type of activity when the learners join the formal system. In this way there will be an impact on the young learners and through them on the community. As the life skills approach can be linked to the formal curriculum as well through minimum levels of learning as illustrated in the report of the project by REMEDIA; the impact can be further doubled if the life skills education is continued in the formal system.

In this booklet field visits to various NGOs are briefly summarized to develop a profile of centres and educators who will be appropriate channels for establishing life skills education. It is hoped that other NGOs in areas from both near and far will visit and study the methods that are being used and try out the materials produced and participate in the life skills training for educators. It is also hoped that together NGOs and UNESCO can establish the life skills approach in NFE curricula and this pilot study may move the formal curricula to also promulgate the life

skills approach for preventive health education including HIV/AIDS and drug abuse.

The NGOs working for out-of-school children fall into two groups:

1. The learners are mainstreamed into the formal educational system and given support by way of shelter, clothes, food, extra tuition and enrichment programmes.

2. The learners are given functional literacy, health and self-care education, food, clothes and shelter as needed. They are also given 'personality development' or value education or religious education, which comes close to the life skills approach. This is further supported by community awareness and a great deal of self-decision in some exceptional cases. There is introduction to citizenship rights and duties as well as environment education. Where the NGOs are sustained by minority religions, there is a little less freedom of thought, the exception to this being the neo-Buddhists. The young Buddhists debated everything. For purposes of the life skills approach with health education content both groups would be open; however the leaders or trendsetters will be the free thinkers who are already democratic and learner-centred.

It would be useful to keep in mind the reason why a university like SNDT closed down its NFE centres—for want of regular funds coming in, the workers carried on for a year and then it was given up. However, the Department of Adult Education in SNDT University, Pune has a well-trained and committed group of young women and will provide all infrastructural support to the NGOs. The NGO forum is located in the department. Similarly the Psychiatric and Mental Health Department at BMC has Dr. Nirmala Sardesai from TISS as visiting faculty and they are working with HIV/AIDS problems and will co-operate with life skills introduction. Therefore, it may be appropriate and timely to begin a pilot project in life skills education in Pune and in Delhi and prepare materials for such an introduction.

1. Dyana Devi (Development of the Nation through Purely Knowledge.)

Year of Inception	1992
Objectives	Development through knowledge. Development of Human Resource. Taking development to slums and rural areas.
Coverage	10 centres, 5,000 adolescents
Target Group	6-16 years, also 14-20 years. Adolescent boys and especially girls. Community at large.
Curriculum and Methods	NFE model. Self-developed 'fun-school' approach and curriculum supported by ample materials developed and published every month. Learner-centred participatory role-play, street plays, visits, art competitions, cultural activities, health activities, Baal Sabhas, debates, games and sports, physical exercises, songs, special educational games
Activities	NFE, mainstreaming, counselling, peer education, community awareness, Preventive Health Education
Institutional Partners	Works closely with NGO forum and individual NGOs.
Topics	Non-formal education—Health including HIV/AIDS, literacy, numeracy, geography, history, local contexts, environment. Building of self-confidence, self-respect in learners through activities within centres and out in local schools, competitions, libraries at centres, working on children's committees, planning month's work.
Training System	Internal and external. Other NGOs are trained by D. Devi.

Cost per Student	Rs. 35,000.00 for 5,000 learners.
Funding	Terve De Homes (3 years), Concern of India, Ministry of Education-sponsorship scheme.
Evaluation	Internal as well external. Internal by learners every month.
Evaluation Agency and its Remarks	Problems are older children who are not always regular but since the approach is learner-centred they are motivated to return and stay on after the scheduled time is over.

Dyana Devi is an NGO established in Pune in 1992 and has expanded its coverage from 50 to 5,000 learners. It is the only NGO whose methods of transaction are truly learner-centred and participatory. The approach is integrated, holistic and positive and comes fairly close to life skills. They are part of the NGO forum ARC and train other NGOs. They produce a volume of teaching-learning materials every month and maintain libraries at centres. The NGO would make with Salaam Baalak Trust, Mumbai a good partner in introducing life skills curriculum to NGOs in Maharashtra.

Dyana Devi (an acronym that stands for development through knowledge) has been working in slums in and around Pune among disadvantaged adolescents for seven years. They run NFE centres, believe in mainstreaming learners when possible but continue providing support, extra tuition, enrichment and health education. The centres are called 'fun-schools' and are run by trained peer leaders for some activities and by facilitators. The co-ordinator visits by rotation and is in great demand.

Dyana Devi has been successful in establishing the participatory method and learner-centred approach and in producing a great deal of teaching-learning materials every month. Not surprisingly, they train facilitators for other NGOs. The learners exhibit a great deal of self-confidence and are able to discuss HIV/AIDS without embarrassment in mixed groups. They tried brainstorming and reporting group decisions to arrive at a consensus on these issues. There was no parroting of the rehearsed response, which

is generally observed at NFE centres all over India.

The activities are planned for overall development of cognitive and communitive skills, which are emphasized as much as physical exercise, singing, arts, play, acting. This should facilitate introduction of life skills including preventive health education.

Dyana Devi has community support and its efforts are not only appreciated but also the effects of the impact of the NFE and enrichment programme percolate back to the family and community. The learners have won many awards in Pune and the plan is to contest at national levels. There is a very close and open relationship between the teacher and the taught and there is absence of apathy towards learning which is commonly observed in most classes. The atmosphere is one of zest and enthusiasm, which is most impressive. The participatory learning method has taken root and the old fashioned authoritative 'do what I say' attitude was nowhere evident.

If partnered with Salaam Baalak Trust the pilot project could be tried out with slum and street children.

Special Features

This is the only NGO that brings out its own teaching-learning materials every month. The volume of materials and flexible approach give the learners a great deal of choice. The method is totally learner-centred and peer leadership is trained and encouraged. Learners have a say and can choose what they learn through activities. Materials and methods are planned with alternatives. Health, HIV/AIDS issues are discussed freely by adolescents in mixed groups.

Other NGOs are trained at centres and materials shared. Excellent rapport with the learners and slum communities.

2. Salaam Baalak Trust, Maharashtra

Year of Inception	1989
Objectives	To return their lost childhood To provide necessary education (NFE) and mainstream

	To familiarize them with daily events and happenings To provide medical aid To make children self-reliant To provide a safe and secure environment where children can enjoy the joys of childhood
Coverage	100 children, Two centres for NFE, One vocational training centre, Two balwadis - 35 children each 350 children in all
Target Group	7 to 16 age group at NFE Centres Older children in vocational training centre Younger children in balwadis
Curriculum and Methods	Curriculum developed by NGO 'Aakanksha' adopted: Weekly planning of process, Integrated approach to language, mathematics and environmental studies, Use group discussion, outdoor play, P.T., Free time learner-centred activities
Activities	NFE, Health Education, Sex Education
Institutional Partners	Maharashtra State Women's Council L.C. Mahendra Education Trust
Topics	Formal and non-formal education, health, AIDS, Preventive health education, art activity, debates
Training System	Internal and external
Cost per Student	Rs. 1,200 per year
Funding	Central Government Mahendra Educational Trust
Evaluation Agency and Recommendation	Internal as well as external evaluation Improve irregular attendance

Salaam Baalak Trust was started in 1989 after the film *Salaam Bombay* was made. It was realized that the street children that participated in the film had a right to education, shelter and support. Zarine Gupta, who is a trained psychiatrist, heads it. The programme co-ordinator, Pallavi Dalal is trained in child development and has trained other facilitators. The programme co-ordinator is dynamic and very flexible in her approach.

The Umerkhadi Centre is situated in lanes close to the J.J. Hospital and the environment is such that children, especially young girls are at high risk. The centre offers the security of night shelter to its girls. There is a supervisor on duty at night and a security guard.

The centre at Chowpatty is housed in Bal Bhavan since 1994. It runs a balwadi which has been disturbed by 'Clean the Chowpatty' campaign. The facilitator is trained in social work and in sex education and also in how to teach children. It also has an NFE centre for older children.

In these centres children have the facility on arrival to have a bath. Prayer and the national anthem follow it. The children are given a nutritious snack. They have physical exercise, group discussion followed by NFE activities. Lunch is provided to learners. There is outdoor play and free activities in the afternoon. Before the end of day there is another session of songs, prayers and snacks. So learners have food, shelter, education, sports and games. Probably clothes as well are provided as in S.B. Trust, Delhi.

3. Salaam Baalak Trust, Delhi

Year of Inception	1992
Objectives	Rehabilitation To impart Non-formal and Open School education To give medical assistance with special focus on HIV/AIDS and tuberculosis counselling To provide nutrition and midday meal

	To provide vocational training Job placement
Coverage	8 Non-formal centres 2 Night Shelters
No. of Children	438 for NFE, 246 vocational training, 73 shelters, 170 school admission, 122 rehabilitation, 113 families of children assisted (N.B. the figures refer to 1997-1998)
Target Group	7 to 16 age group - street and working children 3 to 7 age group - younger children in balwadis in slums
Activities	NFE, Counselling, Shelter, Mainstreaming
Institutional Partners	Police Railways, Delhi School of Social Work, Jamia School of Social Work, Lady Irwin College, Government Hospitals, Lady Shri Ram College, NACO, National Open University, National Open School
Topics	HIV/AIDS education, drug awareness, moral education, personal hygiene, sanitation, child's rights
Training	Internal and external
Cost per Student	Rs. 423 / Rs.302 / Rs.307 Monthly
Funding	a. Raising funds b. Donations c. Grants
Evaluation Agency and Recommendations	Ministry of Social Justice and Employment

Salaam Baalak Trust started its activities for the street children at G.R. Police Station with 15 to 20 children. As the number of children increased and their desire for education and safe shelter, the night shelter came into existence and around it slowly grew many welfare centres for children. Today about

2000 children get education, food and medical check ups as well as hospitalization and nursing when needed. There are a number of facilitators and volunteers who work under a well-trained co-ordinator.

In and around the railway station there are many slums and in these slums there are eight NFE shelters. There are young adolescents who are mainstreamed and get supportive tuition in the afternoon. Others who are past the school age, after NFE intervention are trained to follow vocations and there is some training in livelihood skills, e.g. the uniforms and cardigans for younger pupils are made by older girls. The products are designed professionally and the young girls produce art and craft objects on orders. The boys are taught vocations to which they are inclined. For some it is production of plays, for others it may be cane weaving.

The local community as well as the larger community of Delhi amply supports the work of the NGO. So they do not seem to lack support.

The committed work with street children has now been extended to work with slum children. There are night shelters for boys and the NGO is working towards a shelter for girls so that the young girls who are most at risk of falling prey to prostitution and incidentally to HIV/AIDS, may have a safe haven.

Their self-discerned need was for a training programme for their many facilitators and volunteers so that the transactional methods used by them may become learner-centred and participatory. Their need for training in life skills was also keenly felt. Since many funding agencies are now appreciative of their work, they may well become a centre for training and production of materials in the north.

4. Ruchika Social Service Wing, Bhubaneswar, Orissa

Year of Inception	1985
Objectives	Basic education through non-formal education Health, medical care and nutrition

	Vocational training to learners over 14 years Mainstreaming after foundation education Elimination of child labour
Coverage	100 NFE centres (3000 learners in slum areas) 400 learners in 10 Railway Platform Schools 60 in one open school from platform and nearby places—street and station areas 45 learners in one vocational training centre 172 children in 6 creches 505 learners in one Home for Destitute Children
Target Group	6 to 14+ working in non-organized sectors 8-18 years migrant learners from the railway station
Activities	Literacy classes, daily community contact activities, Health check up and blood testing, Rehabilitation, Counselling on HIV/AIDS, Preventive health education activities, job placement programme
Strategies/ Institutional Partners	Inter-sectional, inter and intra departmental co-operation, Education committees at the local level NGOs, Mahila Mandal, Health, Education, Police and Social Welfare Departments, Theatre groups
Topics	Personal and social hygiene, all curriculum subjects, related topics, HIV/AIDS concepts, misconceptions, symptoms, preventive steps
Curriculum and Methods	Learner-centred, play-way and activity-oriented, Integrated approach based, combines components of both formal and non-formal education, cultural and economic pursuits of learners, group activities, question-answer session, games, storytelling, puppets,

	dramatization,Demonstration by teachers, team teaching and peer leaders, song, dance, celebrations, visits
Training System	On-the job of newly recruited teachers under old and experienced teachers, monthly training of teachers, weekly training of supervisors, co-ordinators and supervisors, orientation through national, state level organizations, exposure through workshops and conferences
Cost per Student	Rs. 85 per month per student
Funding	Ministry of Human Resources Development (NFE) IPEC under ILO (Open School) Child Relief and You (CRY) for Platform School
Evaluation Agency and Recommendation	Centre for Youth and Development Parliamentary Committee (Government of India)

Ruchika Social Service Wing (RSSW), Orissa started with one Platform School. Now it has expanded its educational services.

In addition to the educational needs of children from underprivileged communities, the programme covers a wide range of areas. These are — nutrition, medical care, maternal care, health, sanitation, counselling services on HIV/AIDS, shelter and vocational training to older children.

The Railway Platform School and Open School follow the NFE curriculum with some additional inputs making it relevant to the learner. Open School learners are offered a more flexible learning process and material, which they study in their own time and discuss them with the facilitator at the centre. Curriculum planning is done weekly.

Re-current training programme is organized for teachers. The training programme covers four important areas: (a) training for improvement of content; (b) practical skill training; (c) confidence building; (d) class and child management.

To keep in close contact with the community, teachers spend one hour every day to interact on the educational, social and welfare issues in the school. Education committees have been formed at the local level with members drawn from different service sectors. School Education Committee members regularly visit learning centres. They work for the enrichment of learning centres.

The major implementation strategies include: Generating a proper climate in the community through rallies, cultural activities, awareness camps, AIDS rallies, meetings and discussions. Empowering teachers through a specially designed functional training programme.

Integrating sex-education with the health education programme as an in-built process.

Introducing sex-education in the learning centre curriculum through a gradual process of total climate building at the larger community level.

Special Observations

The organization, over a thirteen-year period has expanded in quantity and improved in quality.

There is close interaction between learners, teacher and supervisor.

Teachers generate a learner-friendly transactional process where even a physically handicapped child looks contented and involved.

Teachers handle a multiple classroom teaching situation in a natural and spontaneous way.

Both teacher and learners participate in demonstration, discussion on HIV/AIDS symptoms, transmission and preventive measures. No hesitation was found in the question-answer and games sessions.

Peer leaders were quite effective in handling flash cards and other locally developed materials.

Teachers were very enthusiastic in singing, dancing and puppet shows.

Education committee members demonstrated a positive attitude. They take a keen interest in the NFE/Railway Platform and Open School activities.

The learning process is lively. But there is need to pay more attention to give wider coverage to content areas, depth and quantity.

Special Features of the Ruchika Programme

Comprehensive coverage of 2,000 child labourers.

Intimate interpersonal relationship between teacher and learner

Community ownership of the programme and regular monitoring of activities.

5. YWCA-ASHA Project

Year of Inception	1998 in Delhi and 1993 in Bhopal, Madhya Pradesh
Objectives	Improve the education, social and health status of street and working children. Improve their economic status. Advocate and educate the rights of street and working children. Provide admission to formal school.
Coverage	Contact centres : 5 Street and working children and adolescent boys and girls: 300
Target Group	Children and adolescent boys and girls physically, mentally and socially abused
Curriculum and Methods	Evolved its own curriculum literacy, numeracy, environmental studies, social issues integrated methods, picnics and tours, dramatization, games, storytelling and

	analysis, activities using various local objects, group sessions, question-answer sessions, problem-solving, use of flip book, games, playing cards and pictorial material on STD, HIV/AIDS
Activities	Education, recreational activities, health care, awareness generation, mainstream learners, training, material development, job placement, extend loan for self-employment, counselling in HIV/AIDS, vocational training and income-generating activities, rehabilitation, rallies
Institutional Partners	CEDPA, USAID Health organizations, schools, NGOs
Topics	Status in the family and gender issues, physical changes in the male and female body, getting to know each other, pre-natal and post-natal care, child care and family life education, Rules of sound health, environmental sanitation
Training	Internal Eight days' training in two phases for street educators, five days' training of street volunteers, sensitization and orientation of 300 adolescents
Funding Agency	Agency for International Development-United States of America-USAID
Evaluation Agency—its Recommendations	Internal for improvement

In response to the needs of the community the YWCA of India launched ASHA projects in 1988 and 1993. First it was initiated in Delhi. It was followed by the Bhopal project.

The Delhi ASHA project operates from:

(1) Sarojini Nagar Market in South Delhi.
(2) Shankar Market in Central Delhi.
(3) Nehru Nagar in South Delhi.
(4) Saraswati Marg in North-Central Delhi.
(5) Daya Basti in North-West Delhi.

The project is a part of its health education programme. The main concern is to help the street children and adolescents to understand their own bodies and sexuality. There is an expectation that the ASHA project activities will raise their self-esteem.

There are twofold objectives:

- to train street educators in counselling skills
- to develop counselling materials for street adolescents in STD/HIV/AIDS and family life education.

The basic programme components cover the following activities

- Non-formal education for non-schooled and out-of-school children.
- Creative expression and recreation. It organizes creative and constructive plays to bring out their creative talents. Singing, dancing, mimicry, bal-sabha, sports, role-play, craft and artwork contribute to free expression.
- Counselling and discussion sessions help in the acquisition of life skills to cope with stress situations.
- Vocational training and income-generating activities are planned to meet learners' economic needs.
- Health care activities provide medical check up and other essential services and nutrition.
- Rehabilitation includes job placement and attachment to formal school and open school depending on the needs of the learner.
- Saving schemes, networking with allied NGOs, celebration of national and cultural festivals, film shows and referral services provide these children and adolescents social and emotional security.

These experiences prepare them for a better quality life for today and the future.

Special Features

Training of Functionaries	Intensive Training Modalities
Learning Package	Learner-friendly learning package
Curriculum Relevance curriculum	Relevant and need-based

6. Deepalaya, New Delhi

Year of Inception 1979

Objectives

- To enable the child to look beyond slums
- To meet the learning needs of slum children through Nursery, Formal and Non-Formal Education Programmes
- To provide health services to children, youth and adults
- To organize counselling services on HIV/ AIDS
- To work with community people to organize themselves for constructive work
- To provide vocational training to mainstream learners after the foundation courses in NFE

Coverage Balwadis, NFE centres, remedial education, adult education, girl child centres, Deepalaya English Medium School, creches, Narang Deepalaya School, health care, income-generation, Credit and Thrift Society, community revolving funds

Target Group 3 to 14 years of age
14 and above

Curriculum and Methods Evolved its own curriculum for NFE, Formal School
Curriculum for upper level,

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	Language, Environmental Studies, Mathematics, Games and Sports, Art and Art Forms Health and Hygiene, Handicrafts, Exhibitions, Competitions, Study Tours, Recreation, magic shows, visits, picnics, puppet shows, dramatization, cultural activities, Information, education and communication learning material (IEC) are used along with the organization's own material
Activities	Education, Health including HIV/AIDS counselling, Income and Resource Generation, Community organization Social entrepreneurship, rallies, exhibitions street plays on HIV/AIDS
Partnership (Education)	Alarippu, Balbhawan, Birla Vidyaniketan, NCERT, SCERT, SRC, Jamia Millia Islamia, MHRD, Open School
Topics	Social issues related to slum life, girls' education and empowerment, community organization, HIV/AIDS, child abuse
Funding Agency	AIDET ACTION, ICCO, MHRD, Australian High Commission (HIV/AIDS)
Expenditure (Education)	Rs. 1,500 annually per child
External Evaluation, its Recommendation	Total project evaluation – Fair – ICCO recommendation on Income-Generating Project Proposal to be conducted by AEA-AIDED

Deepalaya, a Delhi NGO through its integrated development approach has reached out today to more than 20,000 slum

children and their families in 40 slum clusters of Delhi. It has extended its services to resettlement colonies, railway platforms and slum areas through education, health care, vocational training, income enhancement and community development programmes.

Initially started with 5 children in the nursery wing. Now it serves over 20,000 children and their families in 40 slum clusters. The number of persons benefiting from literacy and mainstreaming is 16,062. The number benefiting from social entrepreneurship is 3,83,545.

The educational programmes are interactive in nature and are in response to varied needs of the community.

There is a special emphasis on the preventive and educative aspects of health care services. Environment and population management are other areas of concern.

Self-reliance of the community leading to self-rule is the ultimate aim of Deepalaya. All programmes have active community participation.

To help the slum dwellers augment their meagre income and manage their resources well, Deepalaya runs different skill enhancement and income-generation programmes. Monetary assistance is also given to set up business ventures and necessary market tie-ups are made available.

After a requisite number of years, Deepalaya phases out from a particular slum cluster and the community takes over further ongoing development processes.

Another important area of concern is the education of disabled children. The organization has initiated work in this area.

Deepalaya works for the deprived section of people.

Special Features

Focus	Educational programmes for taking the child beyond slums
Girl Child	Girl child enrolment close to 50 per cent

Accreditation	Accreditation to the National Open School
Trained Health workers	Formation of a cadre of trained health *Workers* from within the community
Social *Entrepreneurship*	Encouragement of enterprise at the grass roots level.

7. Butterflies, Delhi

Year of Inception	1988
Objectives	Provide non-formal education, health care, recreation, protect street children from the worst form of exploitation, vocational training, counselling, develop interactive learning material
Coverage	Contact centres for street children - 7 Children from slums areas, railway station, interstate bus stop and crowded commercial areas. No. of children-800 Community centres - male and female-200
Target Group	Below 7 7 to 18 years Rag-pickers, labourers, vendors, shoe blacks, children working in garages and roadside restaurants
Curriculum and Methods	Evolved by the organization, Weekly curriculum planning, Language, History, Geography Civics, Mathematics, General Knowledge, Storytelling, Dramatization, Children's Council Meeting, Demonstrations, Problem-Solving, Games, Visits, Children's Fair, Picnics, development of a series of interesting learning packages
Activities	Alternative education, Children's council,

	Quarterly Camps, get-togethers, Health care, Counselling, Meals on wheels-Butterflies restaurant, Selection of Street Child Educator from among the target group, Bal Mazdoor Union, Documentation, Research and Advocacy Centre related to status of the child, Organize Child's Rights Monitor Centres, Savings schemes
International Partners	UNICEF, NCERT, Social Welfare Department, Ministry of Labour, National Labour Institute, Child Labour Cell
Topics	Rights of the Child Laws that affect their lives, sexual abuse and violence, health issues, family relationship, Government bodies, media and theatre, social issues
Training System	Internal and external
Funding Agency	MISCREOR
Evaluation Agency and its Recommendations	Internal for improvement

Butterflies is a Delhi NGO working for street and working children since 1988. It operates from seven contact points. These are located in and around railway stations, bus stops, crowded commercial areas and slum areas. The core of their concern is the child.

It endeavours to provide the child right to protection, respect, opportunities and participation in his/her own growth and development.

The strategies for programme implementation emphasize the principles of democracy and community participation in decision-making.

Another important strategy is to undertake public awareness and social mobilization activities.

Once the climate is built up for work, street educators keep close interactions with the children. They make efforts to establish a trusting relationship with them based on equity and respect.

Children's council is organized fortnightly to provide a forum to discuss issues and critically analyse ongoing programmes. At this meeting children also plan future activities. Once a month such meetings are held at a central place. They discuss the problems that they frequently face, namely police harassment, non-payment of wages, problems of drugs, gambling, etc.

Quarterly camps have become quite popular among the children. Once a month they join together in recreational and cultural activities.

Health care programmes cover both promotive and preventive activities. These programmes specially cover the areas of drug addiction and AIDS. These children find the mobile health teams at contact centres useful.

Child line services over the telephone have helped many children to register their complaints on time. This has proved to be a great boon for them. Child's Right Monitor Centre has provided a platform to the children to 'walk in' alone or with a friend or a relative to seek timely help.

One of the significant events of recent times is the involvement of 1,25,000 school children from all over the country to respond to a poster-cum-questionnaire on their rights and denial of rights.

The Documentation Research and Advocacy Centre (DRAC) keeps the organization constantly in touch with the field situations. Programmes are regularly reviewed on the basis of feedback. This helps in curriculum renewal and generating new ideas.

Special Features

Approach	Child-friendly approach, Decision-making and planning through children's council

Competencies	Acquisition of life skills by sexually abused children
Focus	High percentage of girl child
Continuing Education	95 per cent children continue education

8. Vatsalya Foundation, Mumbai (Maharashtra)

Year of Inception	Malini Vatsalya Foundation - 1992 KGM Vatsalya Centre - 1994 Mahalakshmi Shelter - 1994
Objectives	To provide non-formal education to street children To mainstream children To help children by counselling them on HIV/ AIDS and other health-related problems To reunite street children with their families wherever possible To provide vocational training
Coverage	One twenty-four hour shelter, one night shelter and three contact centres and another NFE centre at Masjid Bunder. The total coverage of learners in 531 (Formal and Non-formal education centre).
Target Group	6-15 age group children and adolescents. 16 to 25 years' youth group in the KGM Shelter the number of children and adolescents is 40. The night shelter is exclusively for street children. At the Malini Centre the number of learners is 30. The number of learners at the Mahalakshmi Shelter is 40. The contact centres and shelter-wise age groups covered are as under: *Masjid Bunder Centre*

	Boys - 6 to 15 years Girls - 3 - 14 years Youth - 16 to 25 years *Mahim Contact Centre* Boy - 6 to 16 years Girls - 6 - 15 years Youth - 16 to 20 years *Nagpada Contact Centre* Boys - 6 to 14 years Girls - 6 - 14 years *Sindhigalli Contact Centre* Boys - 8 to 17 years Youth - 18 to 25 years *Mahalakshmi Centre* Boys - 6 to 16 years *St. Xavier's Church Youth Night Shelter* Youth above 18 years
Curriculum and Methods	Evolved its own curriculum, curriculum planning is done weekly, different curricular areas include language, mathematics, science, geography, history, health and hygiene, physical training art and crafts, role-play, dramatization, visits, competitions, children's fair, painting, recreational activities
Activities	Non-formal Education, counselling services, contact centres for learning activities, vocational guidance
Training	Income-generation programme, night shelters, recreational activities, conduct research studies on the issues faced by street children
Institutional Partners	Misereor - Germany Rotary Club of Bombay, Peninsula, Lakme Limited, Bright Willimek and Friends from Germany, Secretary of Bishop's Commission,

	Germany, Mission International Faith Mission work, Ligas Star Kredit, Share and Care Foundation, USA, Mensen Nood, Netherlands, College of Social Work, Nirmala Niketan, Mumbai
Topics	Mobilization of community resources, fulfilment of children's rights, child sexual abuse and exploitation, juvenile justice, health and hygiene related issues
Training System	Internal and external agencies
Cost per Student	Varies from centre to centre. Rs. 5.00 per day approximately
Funding Agency	Local donations and Government Funding Scheme

Vatsalya Foundation was established in 1992 to take education to the doors of the learners and as the name indicates give them the love that they were unfortunate to miss. It offers a 24-hour shelter and a night shelter to street children and four contact centres all in the vicinity of where the adolescents live and work. These NFE centres have their own curriculum and while it includes language, mathematics, general science, history, geography and hygiene, it emphasizes basic skills and aims to give the learners livelihood skills.

There is special emphasis on play, craftwork, games, role-playing and using a number of visuals. Once a month health activities are organized and counselling is provided regularly. Children's fairs and sports are organized once a month at the centre and once a year for all centres together. Visits and competitions are planned twice a month.

The foundation makes and provides teaching aids and learning materials like flash cards. Some charts and cassettes have been collected from the Tata Institute of Social Work (Avehi).

Besides learning sessions, there are video shows, educational

visits, craftwork, group sessions, games and songs. The centres are run by trained social workers and they observe that the impact on the learners is beyond acquiring functional literacy. They acquire the ability to cope with stress efficiently and are able to plan for their future.

Special Features

Process Building	Focus on environment
Social Context	Learning through living with others
Role	Complementary roles of non-formal education in shaping the learner's personality.

9. Sneha Jeevan Kendra, Sahar Village, Mumbai

Year of Inception	1990
Objectives	To provide education: Help the young, women and families Food and place to study for learners Shelter for the homeless
Coverage	Five centres, Non-formal education for mothers, Community education, Formal School education, Nursery Schools / Balwadis for younger children
Target Group	5 to 12 years age group and mothers
Curriculum and Methods	Follows formal school curriculum, monthly curriculum planning, fetes, competitions, games and sports, health activities. A High School teacher teaches children about health education and preventive health education activities.
Activities	Sports, art education, get-togethers, value education, sports, nutrition — morning breakfast and lunch are provided, health

	education for lady teacher in high school
Institutional Partners	None
Topics	Family planning, sex education, self-care education
Training System	Internal
Cost per Student	Rs. 50 per child for food Rs. 300 for uniforms
Funding Agency	Donations
Evaluation Agency and its Recommendations	NFE for mothers

Sneha Jeevan Kendra combines in it a comprehensive programme for the children, young women and mothers.

It runs a day care centre for children which also provides them food and a place to study. Conducts mother and child care programme along with implementing the National Family Planning programme.

There are also provisions for home for the shelterless for the nights, free tuitions, balwadis and mahila mandals for women.

Curriculum planning is done keeping in view the needs of specific categories of learners.

Even though it follows the formal school curriculum, sizeable inputs have been added to make the programme relevant for the specific target group.

Health education including sex education, value education and self-care are some of the additional dimensions of the curriculum.

Special Features

Approach	Non-formalizing Formal School Curriculum
Curriculum	Comprehensive coverage of education,

	health, culture, recreation, nutrition and shelter needs of learners in the programme
Cost-effectiveness	The programme is cost-effective

10. Kripa Foundation, Bandra, Andheri and Vasai, Mumbai

Year of Inception

Objectives	To provide services to drug addicts and those afflicted by chemical abuse To help alcoholic people To provide counselling services To organize awareness programmes To help in changing the lifestyle of addicts To provide training to NGOs
Coverage	Ten rehabilitation centres
Target Group	Anyone who wants to get rid of addiction
Curriculum and Methods	Evolved its own curriculum Curriculum planning is done daily. A twelve-step programme is followed. It includes yoga, meditation, The major focus of curriculum is changing the lifestyle of drug addicts, follows a structural curriculum. Daily working hours are from 5.30 am to 10.15 pm. Textual materials developed by the organization are used in curriculum transactions, role-play, dramatization, games and sports, health activities, discussion sessions, community awareness programme, use of personal experience of the co-ordinator himself who was once an addict
Activities	Counselling, outreach awareness programmes, training, research
Institutional	Sharing of experiences between the centres located

Partners	at Bandra, Andheri and Vasai provides training to functionaries of various organizations
Topics	Addiction, life problems, changing lifestyles, preventive health education activities
Training System	Internal by Kripa Foundation
Cost per Student	Rs. 11,856 approximately per annum (Rs. 38 per day)
Funding Agency	Ministry of Welfare (MOW)
Evaluation	Twice a year
Agency and its Recommendations	Organize workshops for other NGOs

The two major tasks of Kripa Foundation are counselling the addicts and organizing training programmes for various levels of functionaries. Its focus is on behaviour modification of the person who has fallen into bad habits.

The training programmes provide opportunities to reflect and think deeply on the problems at the personal level. It relies heavily on yoga and meditation. Changes from within are more important than acquisition of a wide range of information.

It has prepared a lot of training materials based on its philosophy.

Research is another important area of Kripa Foundation. Research feedback helps in the decision-making process.

Its counselling services are open to all concerned people.

Special Features

Training	Emphasis on self-actualization process and 'looking within' as a strategy of training.
Counselling	Functioning of counselling centres as 'walk in' *services* places for the people in distress.

Comprehensive Education	Family life education, drug addiction, yoga and *Education* meditation

11. Family, Home and Guild Services, Dadar, Mumbai

Year of Inception	1993
Objectives	To provide care to destitute and orphan boys
	Education
	Mainstreaming
	Food, shelter, clothing
	Medical facilities to orphan boys
Coverage	In all there are 60 to 70 boys. Twenty study at the Junior Centre. The rest are at the Senior Home. School Education is provided through the Municipal School. The Senior Home and Junior Home provide shelter and functional education
Target Group	2½ to 5½ years Nursery (run by Naigao Social Service League)
	6 to 12 years are group-school education
Curriculum	Formal School curriculum, dramatization, visits
and Methods	to interesting places, outdoor games and sports, cultural activities
Activities	Education, medical service and health care, nutrition
Institutional	Naigao Social Service League Holland
Partners	Werildkindren
Topics	Formal education, health, art and music, self-care, cleanliness, handicrafts
Training System	Internal and external
Cost per Student	Rs. 8,000 per annum for 20 children in the Home
Funding Agency	Government and donations

Evaluation	Annual checking
Agency and Recommendations	General improvement of environment

Family, Home and Guild Services at Dadar, Mumbai was started in 1993 to meet the basic needs of orphan boys in the age group 2½ to 12. The nursery wing covers the age group 2½ to 5½. It is run by Naigao Social Service League. The older children get education through Junior and Senior Homes and Municipal Schools.

Although the Homes follow the formal school curriculum, a great deal of additional inputs are provided to the orphan children. These cover all the basic need areas of food, shelter, clothing, health, nutrition and education.

Health, nutrition and shelter facilitate continuation of studies by the orphan boys. Special care is taken of them at the Homes so that they are able to study in a congenial and supportive environment. Self-care, cleanliness, art, music and handicraft activities provide a learning environment for free expression of their ideas and feelings.

These homes, in a way, are Second Homes for these orphan boys. They are given love and care. They grow up like normal children living in families. There is a similar set up for girls.

Special Features

Programme Coverage	Programmes of the Homes meet the multidimensional needs of children
Environment of Students' Homes	Conducive environment for total development of orphan boys
Normal Growth and Development	Children grow up as normal boys in the family

12. Drishti Human Resources Centre 5/3A, Satnam Society (Sion-W) Mumbai - 400022

Year of Inception	1992
Objectives	To provide liaison between the welfare agency and resource agencies

	To extend counselling service To organize training programmes (vocational and personal) for women and youth Funding individuals for medical expenses and projects related to vocational training To provide rehabilitation services
Coverage	Trains NGOs in and around Mumbai
Target Group	Women and youth affected by HIV/AIDS School children to be educated in preventive health

Dr. Kalindi Mazumdar, M.A. in philosophy and MSW from Nirmala Niketan, Mumbai began to give shape to some of her ideas and experiences concerning HIV/AIDS affected children and youth through her organization.

She has worked on BMC core committees for HIV/AIDS preventive health education. She was instrumental in drawing people together to work for children and youth in distress.

She, with the help of her committee members, developed materials for teaching sexuality in school and collaborated with the Family Planning Association of India.

13. Fr. Angel Ashram, Bandra, Mumbai

Year of Inception	1957
Objectives	To provide shelter and education to orphans upto TTI certificate and shelter for a year after job placement To take care of orphans at risk from 'moral danger' To provide job placement services and shelter for one year after job placement
Coverage	Services to 200 boys

*similar institution for girls – Home and School called St. Joseph's Convent in the neighbourhood.

	Another centre in New Mumbai Similar institution for girls in the neighbourhood: St. Joseph's Convent – Home and School Another Children's Home at Goa
Target Group	Children and adolescents — Class Vth to Xth Standard vocational education
Curriculum and Methods	Follows formal school curriculum, dramatization, visits, competitions, cultural activities, health activities, technical skill-oriented activities
Activities	Education, health, shelter, vocational training, job placement
Institutional Partners	None
Topics	Formal education, Health — AIDS, preventive health education, vocational education, art education, debate
Training System	Internal-Church
Funding Agency	Internal
Evaluation Agency and Recommendations	Internal

The main target group of Fr. Angel Ashram is the orphan boys and girls*. This is an Ashram where programmes and activities cover all aspects of children's and adolescents' lives, health, education, vocational training, shelter and prospects of job placement. Even after getting a job, shelter homes remain open to these children for one whole year.

At the age of eighty, the Father Angel is the living spirit of love and compassion for the learners.

The main concern is to protect the learners from the cruel hands of anti-social elements and restore lost childhood to them.

Vocational training and job placements generate a sense of belonging among the learners for the Ashram.

The increase in the enrolment is an indicator.

Special Features

Personal Involvement	Father's personal involvement and dedication serve as a living role model for learners.
Curriculum	Comprehensive curriculum coverage, education as one of the important components
Success Stories	Experience and vocational training leading to change of lifestyle of many learners.

14. Our Lady's Home – Orphanage for Boys, Parel, Mumbai

Year of Inception	1962-63
Objectives	To provide: Education Shelter to poor and destitute Mainstreaming Health care including counselling about AIDS
Coverage	Nursery education School education till the VIIth Std. Mainstreaming Originally 25. Current number is 220
Target Group	4½ to 5 age group 5 years to 16 years till learners are in the VIIth Std.
Curriculum and Methods	Formal school curriculum, monthly curriculum planning, dramatization, children's fair (Bal-mela), visits to interesting places, discussions with health specialists, cultural activities, games and sports, counselling about AIDS and preventive health education
Activities	Education, health services, nutrition, counselling on AIDS

Institutional Partners	Holland Sweden
Topics	Formal education, health, art and crafts, self-care, discipline
Training System	Internal
Funding Agency	Government Aid and Welfare Department
Evaluation Department	By Social Welfare
Agency and Recommendations	Once in every three months Recommendations related to administration

Our Lady's Home is an orphanage for boys. It was established in 1962-63 to help the orphan boys to grow and develop like normal children living with their families. Till the VIIth Std. they live and study at the Home. Mainstreaming is done at the appropriate stage.

To provide emotional, social and physical support all kinds of facilities are extended to them. Medical services and counselling on AIDS and allied preventive health education programmes are an integral part of the curriculum.

Over the years it has been found that the Orphan Students' Home atmosphere had a direct impact on the behaviour modification. Children start using refined language with others. They demonstrate co-operative behaviour and gradually become self-disciplined and self-confident.

Special Features

Convergence of Services	Orphan boys get all kinds of services from food, shelter, education to health.
Supportive Environment	The Students' Home environment provides a supportive environment.
Roles of Educators	Educators are living models for learners

15. Bosco Boys' Home, Borivali, Mumbai 29

Year of Inception	1987
Objectives	To help the destitute To help street kids, school drop-outs, youngsters from broken families and neglected children To provide non-formal education programme for underprivileged learners
Coverage	5 centres in Mumbai
Target Group	14 to 18 years. Initially 25 learners. Now the number is 150
Curriculum and Methods	Non-formal education curriculum. This includes reading, writing, mathematics, health, hygiene and community living. Curriculum is planned weekly, role-play, dramatization, visits, children's fair, competition, cultural activities, health activities, games and sports
Activities	Non-formal education, Technical and vocational training, hygiene, art, community living
Institutional Partners	Other Don Bosco Institutions
Topics	Literacy, community awareness, art, health, vocational education
Training System	Nothing specific for the Home Teachers have vocational and engineering qualifications. (Father Bosco Pereira and Father Antony)
Funding Agency	Generate funds to be self-supporting Evaluation is conducted every day by the House Council

Evaluation	As per the feedback, necessary changes are made
Agency and its Recommendations	by the organization

Bosco Boys' Home addresses the special learning needs of children who are living in difficult situations. They are the oppressed and disadvantaged group of learners who have very little school exposure or are non-schooled. The unhappy home environment has shattered their self-concept and attitude towards life.

Bosco Boys' Home aims at giving them love, care and security through its home-based programmes and activities of non-formal education. There is a conscious effort to give them a congenial and pleasant environment for their natural growth and development.

These children are faced with the problems of bare survival – the economic security. To meet this need of these children Bosco Boys Home prepares them with vocational skills. Community living, thus, becomes one of the important intervention areas.

Special Features

Meeting the Special Learning	Addresses the special learning needs of street kids, children from broken homes, neglected *Needs* children and school dropouts
Approach	Holistic and integrated approach
Pupil Evaluation	Daily evaluation of pupils' progress through the House Council

16. Teen Challenge, Mumbai, Maharashtra

Year of Inception	1990
Objectives	To provide: Education, health services and counselling, elimination of child prostitution, mainstreaming
Coverage	Ashagar (1997), Juvenile Home (1990) for

	Girls at Badalpur (1994) Initially started with 4 persons. The number has increased to 55, of which 39 are girls
Target Group	Age group 9-15
Curriculum and Methods	Formal school curriculum, curriculum planning done daily, role-play, dramatization, visits to different places, get-togethers, competitions, cultural programmes, health programmes, games and sports
Activities	Mainstreaming, meditation, Bible reading, prayer, visits, sports, rehabilitation
Institutional Partners	None
Topics	Teachings of Bible, health education, drug addiction, HIV/AIDS
Training System	Internal
Funding Agency	Local church Collect Rs. 50,000 per month as donations
Evaluation	Last evaluation conducted in 1994 by the United
Agency and its Recommendations	Kingdom's TMC

Teen Challenge is an NGO located in Mumbai. It has worked for about a decade for elimination of child prostitution. All the programmes of the organization have a specific goal, namely to help children to maintain a healthy lifestyle through participation in educational activities.

It exposes the learners with its specially designed materials. The curriculum includes some special activities like meditation, Bible reading and prayer. It is perceived as an important step towards changing the mindsets of learners towards positive thinking. Health and hygiene, games, sports, visits, dramatization and role-play are equally emphasized.

The curriculum planning is made in a way to incorporate non-formal approach into the formal school curriculum.

The pupil evaluation has a special place in the curriculum. It is done daily.

Special Features

Approach	Non-formalize Formal education curriculum with special inputs
Comprehensive Curriculum	Curriculum combines all vital aspects of street, neglected child and child prostitutes — health, education, shelter, drug addiction. HIV/AIDS and Juvenile Home and recreational activities
Comprehensive Pupil Evaluation	Pupil evaluation on a daily basis

17. Maharshi Karve Vidya Vihar, Department of Adult Education, SNDT Women's University, Pune, Maharashtra

Year of Inception	1990-93
Objectives	To provide non-formal education to out-of-school learners To mainstream learners To help learners to critically examine their situations and strive for its improvement
Coverage	15 non-formal education centres with 30 children in each centre. The total number of children was 450
Target Group	6-14+ age group belonging to disadvantaged communities
Curriculum and Methods	Evolved own curriculum. In the beginning the curriculum was planned weekly, gradually it was done fortnightly.

	Curriculum includes areas such as literacy, numeracy, environmental studies, value education, health activities and recreational programmes, role-play, dramatization, discussions, street plays, visits, children's fair, cultural and recreational activities, health activities, games and sports, competitions. Materials in the form of wallpapers and pictorials are used along with other materials to make learning interesting.
Activities	Education, awareness generating activities in the community, developing health awareness among children
Topics	Education, mainstream, health, social issues related to child's life
Training System	Internal
Cost per Student	Rs. 20,000 per year for 300 children
Funding Agency	Government of India
Evaluation Agency and its Recommendations	Nothing specific

The non-formal education programme of Maharshi Karve Vidya Vihar's Adult Education Department was launched during 1990 for out-of-school learners.

It ran till 1993, a year after the funds dried up. The main focus was to provide functional education to learners so that they were able to analyse their own situations. They were also helped in acquiring life skills and abilities to resolve their economic problems by acquiring some livelihood skills and craft expertise.

To generate a joyful learning climate learners were involved in preparing various types of objects using locally available inexpensive materials. These contributed to make learning an

interesting and participatory process and contributed towards income-generation.

Discussions on the health issues and social evils helped the learners to examine their problems critically.

Mainstreaming helped a sizeable number of learners to attain scholastic success in many areas. The learners became more articulate and assertive while expressing their ideas and feelings after they underwent the NFE programme.

However, owing to lack of funds the programmes had to be closed after carrying on without support for a year. The project activities indicated the success points of the NFE programme. It was found that proper and need-based planning of the non-formal education programme enhanced the functional efficiency of learners.

Special Features

Functionality of Learning	The NFE project demonstrated the functionality of learning at the level of the learner
Locally Generated Materials	Locally prepared materials contribute to generate ideas
Motivated Staff	The centre is staffed by young, trained and committed women who have also started an NGO Forum - ARC, that has attracted all the more serious social workers in Pune. They meet frequently and co-operatively train new facilitators and share materials.

18. Swadhar, Maharashtra

Year of Inception	1997
Objectives	To help women and children To educate out-of-school children

	To cover family education programme To run a counselling centre for students To ensure the health of the young people To organize a workshop for personality development To create a learning environment
Coverage	There are in all eight centres The number of children increased from 20 to 134
Target Group	9 to 14 years Children who have never gone to school Children who have dropped out of school at an early stage Children who are working Girls who have to remain at home because of poverty conditions
Curriculum and Methods	Follows Non-formal education curriculum of the Indian Institute of Education, Pune (IIE, Pune) Curriculum planning is done weekly Literacy, numeracy, environmental studies and general knowledge Motivational puppet shows Slide shows - WWF Picnics Storytelling session Visits to different places Dramatization Cultural activities
Activities	Non-formal education Family education programme for women Counselling services
Institutional Partners	None
Topics	Literacy, family education, counselling of students, personality development

Training System	Academic support from IIE and Centre for Learning Resources, Pune
Cost per Student	Rs. 250 per month
Funding Agency	UNICEF, Dorabji Tata Trust and others
Evaluation Agency	Internal

Swadhar is an NGO where children of commercial sex workers, construction workers and neglected girls constitute the target group.

While planning educational programmes an attempt has been made to relate to the life and needs of these learners. More than knowledge of subjects, there is a need to create a healthy learning environment for them.

The curriculum, therefore, gives special weightage to the co-curricular areas, namely maintenance of personal health, prayer, health checkup, exposure visits, picnics and sports and games.

For handling activity-based transactional process competency of the teacher needs to be upgraded. In view of this, weekly meetings of the teachers are organized. This serves as a centre for sharing of experiences and learning from each other.

The use of a variety of learner-friendly teaching-learning material has generated a joyful learning environment.

Many of the children belong to migratory population groups. Constant migration of learners is a real challenge for the teachers. The organization is seized with the problem and is trying to find some appropriate measures for its remediation.

Special Features

Composition of Target Group	The educational programme covers a special group of children
	Migratory population and children of commercial sex workers

Training of Teachers	Weekly sharing of ideas at a common centre. Joint planning by the teachers.
Use of Variety of Materials	Use of variety of materials has made learning interesting

19. Sparrows on the Fence, Pune, Maharashtra

Year of Inception	1992
Objectives	To provide non-formal education To help the personal, social and physical development of street children To empower the street children To provide shelter to the children
Coverage	Two centres at Pune Railway Station Platform A co-operative home away from the station. Initially there were 25 children. Now the figure is 50
Target Group	Street and working children and adolescents in the age group 8 to 18 years
Curriculum and Methods	Evolved its own curriculum Curriculum planning is done weekly Curriculum includes areas such as language, science, mathematics, health, hygiene, art and cultural activities, role play, dramatization, visits, Bal-Mela (children's fair), cultural activities, games and sports, health programmes. A variety of learning materials are used in the teaching-learning process.
Activities	Non-formal education Health activities Recreational activities Shelter Home activities
Topics	Non-formal education through functional literacy programme, empowerment of street children, health

Training System	Internal within the organization
Cost per Student	Approximately Rs. 1,200 a year
Funding Agency	Local donations
Evaluation Agency	Internal evaluation

Sparrows, inspired by the song 'sparrows on the fence' is an NGO working since 1992 for the street children in and around Pune railway station.

The education programme is geared to the total development of the learners. The main focus is to help the learners to emerge from their damaged childhood. The Sparrows aims at changing the quality of life of the learners through participation in a joyful learning process.

Health, recreation visits to nearby places—are all equally necessary for the development of the learners. Added to this is the facility of a secure shelter. Many of these learners are those who have left family under emotional stress. Shelter home provides them with a kind of second home where they share their joys and sorrows with the peer group.

Transactional process has been specially planned to make the learners feel free to express themselves through a creative process of learning.

The street children run their shelter as a co-operative, contributing to and sharing expenses as well as work. Their role models are sportsmen and not film stars as with some other young learners in Delhi or in Calcutta.

Sparrows co-operates with other NGOs and has a very good reputation for sincere and unbiased work with the street children.

Special Features

Shelter was started at the request of street children and is a co-operative

Learning Process	Sharing of experience among the peer group
Social Security	Enjoying social security and stress free life at the Shelter Home.
Self-Identity	Identifying the self in relation to others.

20. Meljol Pune, Maharashtra

Year of Inception	1992. Meljol is based in Mumbai, Thane, Pune, Bangalore, Dehradun and Delhi. The Pune branch was opened in 1997.
Objectives	To provide education for Classes I to X To enable children to shun social prejudices To acquaint children with the rights of the child as identified by the UN Convention To inculcate values among students
Coverage	50 schools spread over in Mumbai, Bangalore, Thane, Pune, Delhi and Dehradun
Target Group	Children in the age group 6 to 16+
Curriculum and Methods	Organization's own curriculum, once a year fresh curriculum planning, value education, environmental awareness, interpersonal relations, role-play, dramatization, visits, outdoor games and sports, cultural activities, health programmes
Activities	Education, health, activities for promoting value education. A number of games generated by the organization are often used in the teaching-learning programme
Institutional Partners	Concern India Dorabji Tata Trust
Topics	Rights of the child, legal aspects of rights

	of the child, value education, health and hygienic principles
Training System	Internal system
Cost per Student	Rs. 5 per student monthly
Funding Agency	Donations
Evaluation Agency and its Recommendations	Internal evaluation reports to donors

Meljol is an NGO working for the children in the age group 6 to 16+. It runs 50 schools all over India. Meljol schools in Maharashtra are spread over different districts. Besides providing educational programmes from Classes I to X, it addresses some of the critical social issues. These relate to:

- rights of the child as defined by the UN Convention;
- legal aspects of rights of the child;
- value education and environmental awareness
- health

In pursuance of this philosophy, it has developed its own curriculum. The social issues are integrated with various learning areas of the curriculum.

The learner-friendly materials in the form of workbooks developed by the organization in consultation with municipal and private schools, provide academic support for organizing a variety of activities.

It has developed and published a series of workbooks for Classes I to X. These are used for providing opportunities to the learners to participate in various joyful learning activities. The educational games developed by the organization are of special interest to the learners.

These activities enable the learners to come closer to each other. These also help in reducing the gap between the teacher and the learners.

Special Features

Focus	Exposure of the learners to social issues that shape their lives. Response patterns in various work situations.
Material Development	Generation of a series of creative materials in the form of games and workbooks for Classes I to X working with municipal and private schools. These are brought out by Allied Publishers.
Environment-friendly	Building up a learner-friendly environment that is conducive to better performance.

21. Community Aid and Sponsorship Programme (CASP), Pune, Maharashtra

Year of Inception	The programmes under CASP were first initiated in 1991. In 1994-95 the CASP Leprosy Remand Centre was opened. The Centre for Reproductive Health programme in slum areas was established in 1998.
Objectives	To overall development of children, young and aged people. Mainstreaming counselling services to adolescents and youth groups. Provide relief, rehabilitation for calamity affected persons. Provide educational aid to the deserving students from economically deprived, orthopaedically handicapped, deaf-mutes, leprosy affected parents' healthy children and mentally retarded people. Extend medical care and health services.
Coverage	All age groups. Children in the age group 3 to 9 sponsored to attend pre-school and formal schools. About 1000 learners sponsored to join school. Learners to join school. Learners are served meals once a day. Medical services provided free of cost. Both male, female, community children

	covered by its centres. Leprosy Remand Home serves age group 6 to 18. The current number of Leprosy Remand Home learners is 100. The CASP units are spread over in Mumbai, Pune, Delhi and Raigarh. Its various Units have covered 25516 socially handicapped children, 348 physically handicapped, 43 children of leprosy patients and 78 Foster Home children. In all it has served 11,931 male and 14,089 female children. The total beneficaries comes to 26,020.
Target Group	Covers all age groups from 6 to 45 and above
Curriculum and Methods	Curriculum evolved by various units of CASP. The core components are: Education, mother care, family planning, AIDS, Preventive Activities. Literacy programme based on NFE approach, medical check-up and services, health and nutrition, shelter and clothing. leprosy remedial services, puppet shows, group discussions, street plays, visit to HIV centre, cultural activities with community orientation, poster exhibition, door-to-door visits, games and sports
Activities	Non-formal education, Medical care services for physically handicapped, socially handicapped, children of leprosy patients, mentally handicapped and children under Foster Home programme Nutrition and shelter to the needy Development of Life Skills among the beneficiaries
Institutional	Health and Population Office of the Department

Partners	for International Development, United Kingdom Project Support Unit, Ahmedabad Children's Future, Norway (CEN) USAID Foster Parents' Plan International, United Kingdom Adoption Sanctorum, Sweden Sir Sorabji Tata Trust And many others from within the country and abroad
Training System	Internal and external agency
Cost per Student	Rs. 1,000 per year
Funding Agency	Donations within and outside the country
Evaluation	By Programme Officer for improvement on the
Agency and its Recommendations	basis of feedback

Community Aids and Sponsorship Programme (CASP) in Pune combines education of the child with Family Life Education concept. For substantiality of child's education it simultaneously plans for education of adolescents, youth and older people. Its concern is not only for one particular age group but for all categories of children – physically, mentally and socially disadvantaged.

The approach is area-centred and micro-planning strategy based. All age groups in a locality are its beneficiaries.

Empowering the girl child is another important area of its concern. The focus of curriculum and methods are – creative self-expression, development of leadership qualities and imparting different skills to children and youth. Attending to special needs of physically and mentally retarded children are other important areas of concern.

Community orientation programmes and activities ensure close interaction and involvement of school and community.

HIV/AIDS prevention activities draw special support from community awareness programmes.

The introduction of sponsorship programmes had made it possible for many to continue their studies.

Special Features

Comprehensive	Comprehensive coverage of beneficiaries.
Social Issues	Inclusion of social issues in educational programme drew a large number of children and adolescents within the fold of education.
Participatory	Adoption of participatory modes of transaction.

22. India Sponsorship Committee, Pune Project, Pune

Year of Inception	1992
Objectives	To provide opportunities to the learners from the underprivileged communities to exercise their right to education To enable the girl child to attend school
Coverage	There are 13 centres under the Pune project. Three hundred children regularly attend these centres SOS village of Lonavala Rehabilitation of disabled in Mulshi Taluka. Dist. Pune. Also sponsor learners in school to prevent them dropping out for economic reasons
Target Groups	6 to 14 years old These learners come from slum areas and brick kilns-related activities
Curriculum and Methods	Follows school curriculum, Curriculum planning is done monthly. The

	curriculum areas are: Literacy, numeracy, recreational activities, art and craft, games, gender, social issues, role-play, dramatization, Bal mela (children's fair), competitions, games and sports, play-way activities, storytelling
Activities	Non-formal education, recreational activities, child awareness programme, vocational training, income-generating activities
Institutional Partners	CLR Action for the Rights of the Child
Topics	Child's right to education, gender sensitivity, social awareness issue, child abuses
Training System	Internal arrangements
Funding Agency	SAVE THE CHILD scheme
Evaluation	Internal for feedback and improvement of activities
Agency and its	Children sponsored to Formal Schools are doing
Recommendations	well

The India Sponsorship Pune project started in 1992 in an effort to provide access to educational opportunities to those who remained out of it for long.

Bringing and keeping the girls in schools is emphasized.

The content derivation process lays special emphasis on the socio-economic context of the learner. The topics and themes covered in the curriculum point to these focus areas.

Changing the thought process of the learners, bringing in positive changes in their outlook are important factors in the educational planning.

The curriculum, methods and pupil evaluation process—all

address the basic issue, namely fulfilment of rights of the child.

Special Features

Programme Focus	Learners from slum areas, especially girls
Curriculum Coverage	Coverage of gender and social issues
Performance in Formal *School*	Good performance by those who joined *Formal* School after the Foundation Course at Pune Project

23. Population Education Division (PoPED) Indian Institute of Education, Kathrud, Pune

Year of Inception	1998
Objectives	To work towards capacity building among various levels of functionaries To organize a number of workshops for NGOs
Coverage	Ten non-formal education centres
Target Group	Samvad

The ten NFE centres were not working at the time of the visit on 1 February 1999.

24. Mamta Health Institute for Mother and Child, New Delhi

Year of Inception	1991 Education, Adolescent Development Centre (ADC), Entrepreneurship Development Centre (EDP) and self-help groups-1993-1996.
Objectives	Provides non-formal education, Extends health including reproductive health services Counselling on HIV/AIDS Promotes entrepreneurship development, generates community awareness and ownership programmes

Coverage	Children-300 in 11 NFE centres Adolescents in ADCs located in 10 NFE centres —200 Entrepreneurship Development programme - 300 in nine trades Self-help Group - 5 Community awareness programme - About 50,000 population
Target Group	0-2 years 6-14 years 14-18 years 19-25 years Children, adolescent boys and girls, women in the reproductive age group, and youth from the urban slum areas
Curriculum and Methods	Organization's own NFE curriculum. Need and MLL-based (up to Class VIII standard). After VIII Std. National Open School curriculum (NOS) Play-way Dramatization Discussion, Storytelling Arts and crafts Drawing and painting Thematic workshop Street play (Nukkad Natak) Thematic shows in the community, debates
Activities	Education, health care, clinical check up, Counselling through peer educators, training in entrepreneurship, empowerment of community, organization of thematic workshop, regular women's meetings, research and documentation of field activities
Institutional Partners	NCERT, DIET, NOS, STATE RESOURCE CENTRE, Jamia Millia, Delhi

Topics	Issues related to health education, empowerment, community participation, HIV/ AIDS, child survival, adolescent health, reproductive health, sexuality, awareness of legal rights, women's rights
Training System	Internal as well as external agencies
Funding Agency	ACTIONAID MACARTHUR Foundation ODA - British High Commission, UNEFA, USAID, Ministry of Health and Family Planning
Evaluation Agency and its Recommendations	Programme planning on the basis of need assessment studies and status surveys

Mamta has been working in the "Janta Jeevan Camp" (Common people's life camps), Tigri in the south of New Delhi since 1991. At the initial stage it concentrated on the health needs of the urban poor, especially the vulnerable women and children. The main focus was to improve their health and nutritional status. These grass root level experiences gradually brought the workers and specialists closer to the articulated need of the community—the adolescent boys and girls, youth and reproductive age-group women and the slum children.

Working in this areas enabled the organization to build up trust in the community and served as a useful entry to launch other need-specific programmes and activities.

The emerging concerns: It is during 1993 that Mamta started activities focused on health development of adolescent boys and girls. Gradually educational and skills-oriented programmes were introduced in response to the need assessment studies conducted by the organization. These programmes were initiated to improve the capacity of both individuals and communities to negotiate from a position of strength, productive work, education and positive health habits.

Area of Focus: The areas of focus became:

- Health and development
- Reproductive health
- Comprehensive Adolescent Health and Development

The issues that were covered through different activities were:

- Under nutrition and anaemia
- Pregnancy (pre and post natal care and counselling)
- Reproductive health problems
- Access to safe contraception
- STD/HIV/AIDS
- Laboratory investigation facilities at nominal rates
- Health education
- Gender issues
- Male participation
- Economic empowerment enhancing entrepreneurship skills and formation of self-help groups

The education of adolescent girls, the dropouts formed an important component of the intervention.

The curriculum focus was development of skills, improving self-esteem, confidence, enhancing communication and leadership skills. Counselling was provided to the girls to ensure their participation, completion of studies up to Class VIII and continuation through the Open School system.

The Adolescent Development programmes (ADC) were operated from the NFE centres from 1.00 pm to 3.00 pm from Monday to Friday. These provided adolescent girls a forum to discuss their problems in an open environment. At these centres, once a week, workshops on social empowerment were discussed. As an incentive financially hard- pressed girls were awarded scholarships. To sustain their literacy skills girls were provided with two reading centres.

Implementation Strategies: Constant contact and interactions with the community people revealed their needs. The organization

critically scrutinized the basic needs. As a part of implementation strategy it was felt that sensitization and information were not sufficient. A holistic and integrated approach was needed. Empowerment and entrepreneurship are basic to put ideas into action.

This resulted in information of self-help groups and starting of entrepreneurship programmes (EDP). The EDP combined skill training with entrepreneurship-oriented activities. These were marketing, accounting, bookkeeping, pricing and other management skills. They were exposed to market surveys. Along with it the self-help groups formulated their own rules and extended small loans to women and young people for self-employment.

Another significant step in the process of implementation was involving the community, specifically the adolescents/youths to take decisions and make efforts towards problem-solving.

No development can be sustained for long by isolated efforts. In response to constant demands, Mamta initiated its efforts for providing opportunities to adolescent boys through its male clinic and counselling centres. One of the important factors leading to Mamta's success was the selection of adolescent boys and girls in the age group 18 to 22 from the local community itself. These boys and girls were successful as role models for the community.

The observation of activities of the various centres indicated their organic relationship. One could find these centres as vibrant units closely linked with each other.

Health component figures figure quite prominently in the curriculum. It emphasizes both preventive and promotive care for positive behaviour change. Issues related to sexuality, STD/HIV/AIDS form an integral part of the health programme.

Special Features

Approach	Integrated and holistic approach for programme convergence.
Focus	Adolescent girls of the community as the focus.

Research Documentation	Database as basis of programme designing.

25. Prayas, Delhi

Year of Inception	1989
Objectives	Provide Non-formal education Ensure juvenile justice Mainstreaming Organize health service activities Provide shelters to destitute children Impart vocational education to older children Provide supplementary nutrition to the children Restore the children to their families Counselling on HIV/AIDS Rehabilitation
Coverage	Neglected slum children, destitutes, street and working children Number of NFE centres - 30 Number of children in NFE centres - 3,000 Number of Shelter Homes—3 (2 boys and 1 girl) Number of children in Shelter Homes—450 boys + 50 girls = 500 Health services annually—21,000 children One Health Centre on mobile Training to facilitators of 15 NGOs of Delhi
Target Group	Slum children in the age group 6-16 (boys) Girls from the slum areas 6-18 years Physically handicapped children Boys and girls from Shelter Homes Destitutes, street and working children Juveniles
Curriculum and Methods	Evolved its own curriculum Adoption of NCERT, BRAC (Bangladesh) curriculum component as 'Add on' input

	discussion, question-answer method, street play, on-the-spot painting competition, observation of events, situations, visits and picnics, cultural and recreational activities, health activities through mobile van and medical specialists, preparation of Teaching Aids involving children
Activities	Education, health services, counselling, recreational activities, Shelter Home activities, vocational training, sponsoring children to Formal School and Open School, training to NGOs, guidance services for talented children
Institutional Partners	NCERT, NIEPA, Institute of Social Defence, NIPCCD, State Resource Centre, Jamia Millia, Delhi School of Social Work, Ministry of Home Affairs, Ministry of Justice and Social Welfare, Police Department, Shramik Vidyapeeth
Topics	Rights of the child, legal provisions, juvenile justice, Gender sensitivity, empowerment, Help Line, community development
Training System	In-house recurrent and intensive training through exposure visits to institutions participating in workshops
Cost per Child	Rs. 700 per child per annum (slum children) Rs. 10,000 per child per annum for children in Shelter Homes
Funding Agency	Norwegian Government Ministry of Textiles Irish Embassy Government of Delhi (Social Justice and Welfare Department) Australian High Commission

Evaluation Agency and its Recommendations

Lal Bahadur Shastri Academy, Mussoorie highlighted programme and other services rendered to children in distress and difficult circumstances.

Prayas has for the past ten years made some pioneering efforts to deal with the problems of neglected street and working children under especially difficult conditions. Prayas has developed a model of rehabilitation that asserts "the rights of these children are synonymous with their needs." Prayas has provided these deprived, disadvantaged and disabled children with education, health care, midday meals and counselling service as well as a safe haven.

Prayas Health Service was set up to provide essential medical services to an estimated five lakh street and working children living in most unhygienic conditions in the slums of Delhi. It has established OPD service with a qualified team led by a medical officer, a medical social worker and other para-professionals. It has sensitized NGO workers and implemented health screening in the slums and in the custodial homes for boys.

In the vocational and non-formal classes for boys and girls HIV/AIDS information was given separately to the two groups. Three strategies were used:

i) to integrate HIV/AIDS preventive education with general health education.
ii) to create close access of HIV/AIDS information to the street youth.
iii) to use folk media like puppets, acrobatics or folk dances.

Prayas has 4 regular medical practitioners, 35 voluntary workers who are doctors and 26 community educators who have been trained in preventive health education. Each peer educator has to train five other young people who do not have information about HIV/AIDs. All community educators are given an information kit consisting of a booklet on basic facts, pre and post session questionnaires, training modules. In addition, special events like

street plays and health fairs are also organized. Self-help groups are organized among young people on the streets and rehabilitated street children are selected to run childline services.

26. Eklavya, Dewas, Madhya Pradesh

Year of Inception

Objectives

To make adolescent girls and boys aware of health and nutrition

To provide adolescent girls a variety of opportunities for creative activities and self-expression to develop their self-confidence and build a positive self-image

To sensitize adolescents to women's issues and motivate them to change exploitative relationships and situations in which they find themselves

To provide training in production of herbal remedies for common health problems and preparation of low cost nutritive food

To develop, field test, and revise educational resource materials (booklets, charts, body models, flash cards, slide shows, etc.)

To develop and refine training and orientation modules

To train an initial resource of teachers, nurses and activists in conducting workshops for adolescents

To hold workshops to cover rural, urban, school- going and non-school-going girls and boys (of Dewas town as well as the rural areas of Tonk Khurd Block) for field trial of orientation and training modules

To develop training modules and resource materials that resource persons can use with ease and confidence in educating rural and urban adolescents on health and social aspects of their lives

Coverage	Most of the school-going adolescents from Classes VI to XII in the neighbouring Tonk Khurd Block, 27 middle schools, 5 high schools and 2 higher secondary schools Non-school-going girls and boys of 25 villages of Tonk Khurd Block
Target Group	15 schools of Dewas town About 5000 volunteers of Children's Activity Centres Orientation of 40 school teachers and 40 other volunteers as resource persons
Curriculum and Methods	Own curriculum in the form of textbooks on health, science, human body, nutrition, and common diseases. Publishing booklets, identification of other resource materials, workshops for village girls and boys, identification and involvement of local resource persons, training of teachers, nurses and volunteers, review meetings with resource persons, orientation session with adolescents
Activities	Publishing of booklets and other resource materials, feedback and assessment visits, review of materials by resource persons, adolescent girl health programmes, Science magazine, Teachers' magazine, Science centres, community mobilization, health awareness, creative activities, production of herbal medicines
Institutional Partners	Government ANMs, Mahila Bal Vikas, Village Panchs and Sarpanchs
Topics	Health awareness, nutrition awareness, Science education, Children's Activity Centres, Social Science programmes

Training Scheme	Training of teachers, nurses and volunteers as resource persons
Cost per Student	No charges are made as volunteers are not paid
Funding Agency	Sale of publications, Government and NGOs
Evaluation Agency and its Recommendations	Internal. Some of its recommendations are: Development of an educational package on nutrition, menstruation, puberity and reproduction. Assessment to see whether the personnel trained can undertake the work independently with the materials developed under the project. Assessment of impact of the project on the target group.

Eklavya is a voluntary group working in the field of education. Its work covers a wide area and includes inter alia, formal school education, mass literacy, health education, children's activity centres, children's science magazine (*Chakmak*), a magazine for teachers (*Sandarbh*), a science feature service (*Srote*), rural development, etc. The principal area of work has been in elementary school education. Eklavya has developed a comprehensive package of primary school education (Prashika) being implemented in about 150 schools in Hoshangabad and Betul districts of Madhya Pradesh Similar packages for middle school science and social science education have been developed and are being implemented in over 500 schools spread out over 15 districts of the state (Hoshangabad Science Teaching Programme and the Social Science Programme). This gives extensive reach to the children and teachers of the area. This has been augmented by non-school educational and community mobilization activities like the total literacy campaign, Panchayat training, children's activity centres, etc.

Even though Ekiavya has not been involved in health delivery activities its experience in the direction of health education may be summarized as follows:

1. Development of package of health activities for primary school teachers: a few of these dealing with common diseases which rural children are prone to (e.g. skin and teeth infections) have been incorporated in the textbooks developed for primary schools.

2. Textbooks for middle school science contain a number of activity based chapters relating to health issues, namely food and digestion, internal organs of the human body, malnutrition, etc. Low cost paper model of human body developed as a part of this programme is widely used in non-school science popularization activities too.

3. A number of publications and poster exhibitions relating to common health problems have been developed, dealing with issues such as malaria, tobacco-chewing, problems of eyes and teeth. Publications like *Srote* and *Chakmak* regularly publish articles on health issues.

4. Dewas field centre of Eklavya has been the locus of a number of programmes of community mobilization for health requirements. Some years ago a district-wise multimedia campaign (swasthya jatha) was undertaken to increase awareness of the government health care system, rational drug policy, etc. Eklavya has been building a network of girl children, adolescent girls and active women in the district during the last few years. As a part of this work, Eklavya has taken up issues like prevalent social attitudes and beliefs towards women's health, menstruation, infertility, giving birth to girl babies, etc.

5. A study was undertaken in villages around Dewas, in collaboration with Shodhini to document traditional medicinal practices used by women for their health problems.

6. Adolescent Girls' Health Programme: Under this programme information is sought to be given to adolescent girls on the physical changes their bodies undergo, discuss some of the common health problems faced by them and a critical dialogue is sought to be initiated regarding the socio-psychological dimensions of growing up as women.

Women teachers of fifteen middle and high schools of Dewas have been trained to act as resource persons. Workshops are held in their school with girl students of Classes VI to XII and the trained teachers conduct these sessions. In this way it is hoped that in the long run school teachers will be better equipped to perform the role of health advisers to their girl students, a role they are naturally expected to perform. Various educational aids such as a three-dimensional human body model, a paper human body model, a cloth human body model chart, flash cards on menstruation and slide shows are used for the purposes of these trainings and workshops. For conducting these sessions as well as for providing supplementary reading materials for girls a booklet called *Beti Kare Sawal* with a question-answer format has been developed.

Special Features

Local Resource Tapping	Community people are involved to work as reviewers for the materials prepared by the group.
Expertise	Volunteers are trained in technical communication and social aspects. This has built up a large resource group of scientists, doctors and social workers.